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ACADEMIES OF ECONOMIC AND COMMERCIAL SCIENCES

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A. SUMMARY DESCRIPTION

I. Necessity

A major factor hampering Turkey's economic growth is its lack of highly qualified managerial talent. The Turkish system of higher education is not producing either the quantity or the quality of young people necessary to fill the demand. Therefore, the objective of this project is to improve the quality of graduates of the four public Turkish Academies of Economic and Commercial Sciences to permit them to contribute more effectively to the growth of the Turkish economy.

The report made by Dean Alfred Seelye and Dr. Thomas Staudt in 1962 identified these problems. The Bernholz - Lanza report of March 1967 reaffirmed the need.

Justification

Both the Seelye report and the Bernholz - Lanza report considered the Academies of Economic and Commercial Sciences to be the most effective institutions to work through to accomplish the objective of improving the quality

of business administration graduates. Almost 80 percent of the students studying business administration in Turkey are enrolled in the public academies. An additional 17 percent are enrolled in the private academies. Thus, well over 90 percent of the business administration students in Turkey are enrolled in the public and private academies. Since many of the faculty whose main job is with the public academies also teach in the private academies it is reasonable to believe that improvements made in the public academies will soon be adopted in the private academies.

The term "business administration" is used throughout this paper in a somewhat broader sense than the meaning sometimes attached to it in Turkish education. From the point of view of curriculum development, American educators tend to include within the term business administration, all those courses which contribute to the managerial skills of students. Thus, courses such as psychology, sociology, mathematics, statistics, accounting, economics and law are included as well as the more easily identifiable courses such as organization, marketing, business finance, operations research etc. In other words, American educators tend to view a business administration curriculum as a group of related courses, (regardless of what department they may fall into) rather than being limited by departmental lines.

The term business administration is also used broadly by American educators in that they view such education as preparing students for managerial positions not only within the private sector of the economy, but for positions with state

economic enterprises and government agencies that make decisions of a business nature.

The argument might be made that these figures exaggerate the role of business schools in providing administrators and entrepreneurs; that, in fact, many are engineering and law graduates. And it must be admitted that many people in Turkey who hold responsible administrative positions were trained in areas other than business administration. However, the argument overlooks two important points. First, it has only been relatively recently that business administration (as we understand it) has been offered in Turkey in institutions of higher learning. Therefore, it follows that the older administrators would have been trained in some area other than business administration. But it cannot be denied that the importance of business schools is increasing in providing the supply of tomorrow's administrators. Second, it must be remembered that in every country in the world there are people at all levels of administration in both public and private sectors who have been trained in engineering, law, etc. What should not be forgotten is that there is an increasing trend among these people to seek additional training in business administration.

II. Goals

In August and September of 1967, meetings were held between the MSU Group and the presidents and faculty representatives of the academies. Major topics discussed at these meetings concerned the long-range / ^{goals of the} academies and

the joint cooperation between the American advisors and the academies. Broad objectives of the academies are to: (1) modernize the total curricula, (2) improve administrative procedures and standards, (3) strengthen faculty, (4) develop a better integrated relationship between the various areas of specialization, so that graduates may more quickly become productive contributors to the developing economy of Turkey, (5) develop the research capabilities and research output of the Academies, and (6) develop a close working relationship with business and industry.

Because institutions of higher learning need to develop as a whole rather than in unrelated parts, the project needs to be concerned with activities of a broad and integrating nature. To one degree or another project activities must be directed toward overall development of the academies. Major project activities will be more specific in nature and will be directed primarily toward development in the areas of business administration. The more specific project goals stressed were:

1. Revise the curriculum to reduce stress on historical background and entry skills, and increase emphasis on analytical ability, economic, legal, and managerial principles, and problem solving so that graduates will be able to progress rapidly within the employing organization;
2. Design and introduce new courses and/or strengthen existing courses to include but not be limited to the areas of managerial accounting, managerial economics and market research, management and administration, business finance, and quantitative methods;

3. Provide sufficient faculty through training of junior faculty members and through work with senior faculty to teach modern business administrative courses more effectively;
4. Increase research in the academies for the purposes of training new faculty members, for producing case materials oriented to actual management problems, and to add to the general administrative knowledge of the Turkish economy;
5. Develop a closer relationship with the business community;
6. Evaluate the balance of required and elective courses in the areas of finance, law, and business administration.

III. Minimum Outputs

Any quantitative measures of output for a project such as this are at best only superficial measures of success. The real measures of lasting success lie with changes in concepts, attitudes, and value systems. To date no satisfactory method of quantifying these important and basic factors has been devised. Therefore judgments concerning the success of the project must in large part be based upon qualitative factors, such as willingness to discuss sensitive areas and consider alternative actions, changes in values placed on various academic subject areas, etc.

On the other hand, there are a few output factors that are tangible and can be quantified. While these are not direct measurements of success they nevertheless indicate changes in the intangible factors. Another peculiar characteristic of

this project which makes it difficult to develop meaningful measures of success is the fact that the project deals with more than one institution. Since each institution has its own individual characteristics, what may be appropriate for one may not exactly fit the others. Therefore any general quantitative figures developed for one academy may not exactly match the needs of the others. However, some general expression of quantity outputs can be given.

1. Curriculum Revision

Minimum output should be the inclusion in the curriculum of the minimum number of courses in the various fields of business administration that will form the nucleus of a true business administration department. This should include one or more managerially oriented courses in the areas of management, marketing, economics, accounting, business finance and quantitative methods.

2. Strengthening faculty

The four academies now have less than 200 teaching faculty for over 20,000 registered students. At least half of these should be invited to participate in summer institutes or workshops at MSU or in Turkey if they are to carry forward new and revised courses. In addition at least 110 young men must earn MBA's in the U.S. to launch the faculty expansion and replacement required by curriculum modernization.

3. Research and Writing

In order for new business administration courses to fill the needs of the Turkish economy, teaching materials must be developed. Basic texts which explain principles that have universal application should be translated into Turkish. More important, text material which reflects the Turkish environment needs to be developed. An average of 5 books per year (a combination of translation and new texts) should be produced. Research in areas of business problems will form a basis for writing cases and texts.

4. Continuing, or Adult Education

In order for the academies to become true service institutions, programs in managerial development need to be designed for people in business and government who have graduated and now hold managerial positions, and/or those who aspire to supervisory positions. A minimum number, of course, would be one such program in each academy. The optimum number depends upon availability of faculty and community demand. Planning should begin early in 1969 and develop to a self sustaining point by the end of 1972.

IV. General approach and plan of action

The approach for reaching the above goals over four years has four major elements:

1. Commitment by the leadership of the academies to revise their own rules or seek modification of outside constraints (including statutory),

which now bar improvement in performance such as: too rigid requirements for teaching; too lenient requirements for registration; inadequate budget; inadequate library; overburdening examinations; too rigid curriculum, etc.

2. Assistance by a team of resident MSU professors of business administration in the development and introduction of new courses and text material, and in the analysis and correction of problems noted under 1.
3. Selection and dispatch to MSU of at least 110 young faculty members for MBA degrees and 30 professors and doçents for short term study programs.
4. Conduct in Turkey, by resident advisors and short term consultants, summer institutes and seminars in various academic areas of specialization and in research development.

B. SETTING OR ENVIROMENT

Turkey has in the neighborhood of a half-million business enterprises of one kind or another. Not all are large. Many are small. Some are one man enterprises such as barbershops and small retail shops and require only minimal business knowledge. But all, other than the very small, require people in varying numbers trained in business skills. Various government agencies and government enterprises also require large numbers of people with managerial talents. Thus, there are hundreds of thousands of individuals who make decisions of a nature which

not only affect private and governmental enterprise, but also in the aggregate determine the size and shape of the Turkish economy. The data from the State Planning Office shown in Table I clearly indicate the sharply rising need for managers and administrators in all sectors of the Turkish economy concerned with development.

TABLE: I
ESTIMATED NEED FOR
MANAGERS AND ADMINISTRATORS

<u>YEARS</u>	<u>ESTIMATED NEED</u>
1962	73,000)
)
1963	77,000)
)
1964	81,000) First Five
) Year Plan
1965	88,000)
)
1966	97,000)
)
1967	106,000
)
1972	141,000
)
1977	194,000

Thus Turkey needs the capacity for preparing approximately 10,000 trained administrators each year, even to meet the original objectives set for 1977. The Mediterranean Regional Project Report for Turkey reinforces these figures. The figures presented below (extracted from the Mediterranean Report)

reflect the estimated supply and demand for administrators in Turkey through 1977.

T A B L E: II

**THE SUPPLY OF MANPOWER FROM THE PRESENT
STOCK AND THE EDUCATIONAL SYSTEM AT ITS PRESENT CAPACITY
1962 - 1977**

<u>In Thousands</u>				
	<u>1964</u>	<u>1967</u>	<u>1972</u>	<u>1977</u>
Administrative				
REQUIREMENTS	--	98.6	135.0	185.0
SUPPLY	88.6	106.3	128.3	147.8
DIFFERENCE	--	47.7	-6.7	-37.2

These figures reflect the need for managers and administrators in both the private and public sector. In addition to the growing demands of the private sector for people with business administration training, government enterprises are also expanding, thereby increasing the demand for people with business administration training. There are also many other government activities which require decisions of a business nature.

A survey conducted by the Turkish Management Association in 1965 also demonstrates a recognition on the part of business men of the need for business administration education. Some selected findings of the survey report are

presented below. (Wording is taken directly from the report.)

1. Top managers are anxious to train and develop their line managers especially in the fields shown below:
 - a) Administrative
 1. Techniques
 2. Public relations
 3. Legislation
 4. Commercial knowledge
 5. Labor relations
 - b) Technical
 1. Production
 2. Production control
 3. Industrial engineering
2. The survey has shown that managers are lacking knowledge and experience in the following fields:
 - a) Technical knowhow
 - b) Managerial experience
 - c) Ability to make decisions
 - d) Ability to foresee
 - e) Leadership
3. The problems that managers face most frequently are:
 - a) Production problems

- b) Financing problems
 - c) Marketing problems
 - d) Labor problems
4. Managers at higher levels feel the lack of experience and knowledge in the following fields:
- a) General management
 - b) Market research and organization
 - c) Forecasts on market requirement
 - d) General economic knowledge
 - e) Financing
5. The main disciplines of knowledge for the lower levels of management are the following:
- a) General management
 - b) Organization and economics
 - c) Market surveys
 - d) Training workers
6. Nearly half of the managers surveyed felt that this knowledge should be supplied by institutions teaching business administration. Slightly over one-fifth felt that training should be given within the company.

While these responses indicate a need among those already in management positions for training in various fields of business administration, they perhaps even more strongly reflect a need for the same kind of training for those who

are entering enterprises.

Until relatively recently, business administration education, as we understand it in the modern sense, was virtually non-existent in Turkey. Higher education was largely directed toward training people in law or political science, or technical subjects such as engineering, but not in business. The universities in general continue to concentrate on areas other than business administration, thus leaving the job of business administration education largely to the public academies. Table II demonstrates the role of the academies in university - level management training in Turkey.

T A B L E: III^x

University-level Enrollment in Business Administration in Turkey

	Percentages of Total Enrollment	Enrollments
Four Public Academies	79.0	19,952
Five Private Academies	17.1	4,322
M. E. T. U	1.1	274
Robert College (all students)	<u>2.7</u>	<u>692</u>
Totals	99.9	25,240

^x Reference Bernholz - Lanza Report, March 1967

Middle East Technical University has developed a business administration curriculum, and some of the universities have a few courses dealing with

business administration. But on the whole it is fair to say that modern business administration training is now concentrated heavily in the academies.

Current obstacles which the academies face in developing into modern schools of business administration have been discussed in detail in other reports, but they are of such importance to the project that they should be revised^{ed} here.

The academic approach at the academies is one of lectures to large classes, with little if any class discussion or outside reading other than the mimeographed notes or texts prepared by the teacher. This system stresses the ability of the student to memorize enough facts in a short time to pass an examination. In short, it stresses memorization of facts rather than application of knowledge or analytical techniques.

Shortages of qualified faculty plague all the academies. Including the newly established academy at Adana, the academies, among them, have approximately 250 faculty positions. Because the size of enrollment differs among the academies, these positions are not evenly distributed. But even this figure gives an exaggerated view of the teaching strengths of the academies. Of the total number of faculty positions, 70 are allocated to assistants, who by law are not allowed to teach. An additional 75 positions are allocated to docents who usually teach only 2 to 5 hours a week. This leaves only slightly over 100 professors distributed over 5 academies, and only a small number of them teach business administration.

Two main courses of faculty shortages are apparent. First, and probably the hardest to overcome, are the limitations placed on faculty expansion by the Ministry of Education. Since the academies are currently under the direction of the Ministry of Education and do not have fiscal and administrative autonomy, they must compete with other Ministry of Education institutions for faculty positions and financing to pay faculty salaries. The Ministry of Education is limited in the number of faculty positions which it can authorize because it, in turn, must receive budgetary allocations from the Ministry of Finance, and the size of the allocation determines the total number of faculty positions available. The second cause of faculty shortage comes from the lack of Turkish academicians trained in the various professional areas of business administration. Most of the full professors and many of the doçents were trained in European universities, and it has only been relatively recently that European institutions have begun to develop and strengthen their offerings in modern business administration courses. The lack of faculty positions along with a law requiring two years of government service before a faculty member can be sent abroad for study has, in the past, hampered the program of sending young faculty members to the U.S. to study modern business administration and the administrative operations of modern schools of business administration.

The current student ratio in the academies has been estimated to be 106 to 1. This ratio would probably be much higher if some realistic definitions were agreed upon, (such as definitions of a full-time teaching load), and if

the full-time faculty equivalent were used as a standard of measurement. Making such calculations meaningful in Turkey is most difficult if not impossible because the professors teach in several institutions and teaching loads are light in terms of class hours per week. The problem of computation is compounded by the fact that many students do not attend class and no figures for full-time equivalents have been developed.

Class sizes are so large that effective learning would be difficult even with the best will of all concerned. Some classes run into the hundreds, with no arrangements made for breakdown into smaller groups for discussion. There are no attendance requirements. Partly because of lack of faculty, suggestions that attendance be promoted often lead to the answer that there would not be room for half the class if everyone attended, and furthermore that there would not be enough faculty to teach if the classes were sub-divided.

There is no semester system in the true sense of the word. Although the academies' year is divided into two halves with the month of February being vacation, each course continues over the full academic year. There is no periodic testing; rather the students are examined over the entire year's work in June and July. The lack of regular and periodic testing is rationalized by the size of classes, the difficulty of administering tests to such large numbers, the time required to grade papers, etc. The grading process takes almost as many months as the teaching process (last of May, June, July, part of August, part

of October; and some in February.)

The problem of efficient utilization of physical facilities is also apparent. Classroom instruction has, in the past, gone on for only approximately 25% of the available use time. The academic year consists of approximately six months, with the balance of the year being devoted to examination, vacations, etc. In addition, in the past classes have been held only during the morning hours; from approximately 08:30 to 13:00 hours.

The lack of instructional materials in Turkish has resulted in reliance on textbooks written by Turkish professors teaching a particular course, often with no outside reading required. It has become a matter of pride (also a matter of income from book sales) for the professor to use his own textbook, hence there really is no national market for text books. A survey of textbook availability at one academy showed the following:

Year of the Student Program	Total number of courses	Number of courses for which textbook or mimeographed material is available	is not available
1st	10	9	1
2nd	9	9	0
3rd	16	7	9
4th	17	2	15
Total	52	27 (1)	25

(1) including only those sold by the academy bookstore. There may be others sold by professors directly to the students.

The situation is approximately the same for the other academies. It should be noted that the depth of teaching material is most critical in the advanced courses. The lack of modern teaching material hinders the adoption and development of modern business administration courses.

Another problem which makes difficult curriculum change and faculty expansion in the business administration areas lies with the administrative organization of the academies. The power in the academies rests with the professors boards, which are made up of senior members of the faculty in each institution. Academy presidents are elected by those boards and must have their support to continue in office. Because of the orientation toward traditional European curriculum design which has historically stressed economics and law it is natural that most of the professors teach either law or economics. As an example, law courses make up the largest single subject area in the curricula, and law professors are the largest and most influential groups on the professors boards. It is natural that the professors who make up these boards view an expansion of faculty in other areas as a threat to their own position. Rapid and drastic curriculum change which replaced courses with other courses might well leave many of the senior faculty without courses to teach.

The problems facing the academies fall roughly into two categories:

- (1) Those over which the academies have full control such as curriculum design ,
- and (2) those over which they have little or no control such as those areas regulated

by law. But changes in educational institutions - especially those at the university level - occur slowly, as they probably should. Changes made in haste, before careful thought has been given them, can be more destructive than no change at all. On the other hand, if it is not to become obsolete, a school of business must continually examine and re-examine its objectives and all phases of its operation.

The academies are responding to the need for change. Changes, or at least the seeds of change, are apparent everywhere. Some of the changes that are beginning to take place are quite small--others are quite substantial. But all institutions are undergoing change in one way or another. The existing project, 277-11-770-357, has successfully reached a plateau where the academies find themselves with improved physical facilities, a rapidly growing student body, an increasing number of doctoral candidates and young faculty members with newly acquired Masters of Business Administration degrees returning, and a new receptivity among the senior faculty members to discuss critical and sensitive problems and search for solutions to these problems.

There is considerable evidence that the academies are willing and anxious to change - although not all are changing at the same rate. Before Dr. Kullervo Louhi left Turkey in the Spring of 1967 he wrote (at the suggestion of the President of the İzmir Academy) a critical report describing in detail many areas in which the academies are deficient and in which change is badly needed. This

report, while addressed primarily to the İzmir Academy, fairly accurately described all the academies. Probably the most important result of this report is that the criticism has been well received, and continues to be discussed. The academies are all moving forward (although at different speeds) to correct many of the problems. Solutions to some of the problems discussed by Dr. Louhi will depend upon legislative change, and progress is always slow in these areas. But laws were made by man and are subject to change, if the desire and will are present. The desire and will are present in the academy faculties.

The most significant and most comprehensive changes have occurred and are continuing to occur at the Eskişehir Academy. Eskişehir has completely revised its curriculum to correspond closely to the curriculum of a modern American college of business. They have instituted a true semester system, are limiting class size and requiring attendance. The new program currently applies only to the first-year students and will not be fully implemented for three more years. As might be expected with a change of this magnitude, problems are arising, but the academy is moving quickly to correct these with a high degree of success.

While the changes at Eskişehir are the most drastic and therefore the most noticeable, changes which are beginning to occur at the other academies are also significant. All the academies are beginning long range planning projects which include evaluations and redesign of curricula. Business courses

which have been introduced by Americans are being incorporated in curricula and are being activated as qualified teachers become available. Text materials produced by Americans (one text was written by each of the four Americans between 1963 and 1967, and were translated into Turkish and published) are being used in classrooms. Even though the texts have not been widely adopted, much of the material in them is finding its way into the classroom. Several new and modern texts are being written by Turkish faculty who have been in the U.S. or who have worked with the American advisors.

Legislatively too, change is beginning to occur which will make it easier for the academies to progress. Legislation is before parliament which would grant fiscal autonomy to the academies. The Minister of Education has publicly endorsed the bill and it seems likely that autonomy will be achieved in the near future. Autonomy will provide greater opportunities to expand faculties, to augment faculty salaries and accept grants and endowments thus giving them the same rights and privileges as the universities now have. The academies are expecting the number of faculty positions to be increased next year regardless of whether or not autonomy is achieved. All new positions this year were allocated to the new Adana Academy. However next year additional positions are expected. Finally, the new personnel law should help the academies to send more participants to Michigan State University for training. The most important provision of the new law (as far as the project is concerned) is that which reduces the time required in government service prior to being sent

to the U.S. This law will reduce from 2 years to 1 year the time required. The law has been approved by the Parliament and now awaits implementation.

Thus the academies are beginning to grapple seriously with the problems facing them. Significant gains have been made during the life of the current contract , but all agree that the academies continue to have a real and pressing need for assistance. Recognizing that substantial achievements have been made under the M. S. U. contract and the national need for a major thrust in the field of business administration to meet growing needs, the Government of Turkey has requested further assistance. Accordingly a review of business education in Turkey was made by a team of experts from the U.S. They, together with Turkish officials, strongly recommend continued assistance through FY 1972.

C. STRATEGY

In order to achieve the desired results the academies need to concentrate efforts in two broad categories: (1) legal and administrative problems, and (2) academic development .

1) Legal and administrative problems

There are several problems of a legal or administrative nature that are common to all the academies and hinder development, i.e., inadequate faculty size, inadequate operating budgets, unrealistic requirements for classroom teaching, legal restrictions on participant training, examination procedures, etc. While the academies need to assume leadership, the American advisors need to work closely with the academies in finding workable solutions to these problems.

Such assistance should take the form of assisting in gathering and preparing data for presentation to the appropriate Ministries, help in developing realistic criteria for allowing persons to teach in the classroom, assistance in strengthening admission examination procedure, and advice and assistance in simplifying the final examinations procedure.

2) Academic development

The development of a revised and more balanced curriculum will be the heart of academic development. This is fundamental to all other activities of an academic nature. All academic activities must be coordinated with and keyed to changes and additions to curriculum.

First, each academy should review its curriculum in its entirety with attention to course offerings within each area of specialization and also with attention to relationships and balance between courses and areas of specialization. Decisions must be made concerning the number of new courses to be included in the curriculum, and courses which need to be revised. A time phased plan covering the 4 years of the contract will need to be formulated which will indicate the sequence and the approximate date new courses will be introduced. All other academic activity will need to be coordinated with the time phasing of the master plan.

Second, in accordance with the master plan, American advisors will assist by working closely with a Turkish counterpart in introducing new courses and demonstrating changes in methods of teaching.

Third, a major strategy in development of the academies will be achieved through strengthening the faculties. A minimum of 110 young faculty members need to be sent to Michigan State University for MBA degrees. A minimum of 30 professors and docents should be sent to MSU for short-term refresher programs. Dispatch of assistants to the U.S. should be keyed to and time phased with curriculum development. In addition, because not all Turkish faculty can or want to go to the United States, seminars and workshops should be conducted in Turkey by the MSU advisors and short-term consultants.

Fourth, American advisors will assist by cooperating with Turkish counterparts in developing teaching materials in the Turkish language.

Fifth, American advisors will advise and assist in developing libraries to support study and research in the newly introduced fields of study.

D. PLANNED TARGETS

To lay a sound administrative and professional foundation for the continued development of the academies so that they may become broad-based service institutions, two meetings were held between the academy presidents and faculty representatives, the Michigan State University professors, and representatives of AID. The major topics discussed at those meetings concerned the long-range goals of the academies, and the joint cooperation between the academies and American advisors needed to achieve the goals. The major goals stressed (1) curriculum revision which will educate students not only for entry into an

organization, but also to progress rapidly within the organization; (2) develop business administration courses and course material (with emphasis on cases) consistent with goal number one; (3) strengthen faculties so that modern business administration courses can be offered in appropriate numbers; (4) increase research capabilities and output within the academies; and (5) develop a closer working relationship with the business community.

From these major long-range objectives, the following goals and targets have been developed.

1. Goal - Establish arrangements at each academy for forward planning through which innovations can be identified and implemented.

Targets

- a. Establish a joint planning group in each academy to design long-range plans of development in each academy.
- b. Assure attendance and participation in board of professors meeting by Americans so that proposed changes can be fully explained and understood.

2. Goal - Revise and redesign curriculum so that graduates will have not only necessary skills to make them immediately productive to an organization, but also to provide them with necessary analytical skills which will help them progress rapidly to higher managerial positions within the organization.

Targets

- a; Revise and redesign curriculum to include new courses and/or strengthen the content of existing courses in the areas of (including but not limited to) managerial accounting, managerial economics, marketing and market research, management and administration, business finance, and quantitative methods.
- b. Individually and in collaboration with the Turkish faculty, write new and modern text materials.
- c. Translate basic standard business administration texts into Turkish.
- d) Develop case materials and introduce the case method in classroom teaching.
- e. Develop a series of elective courses within the third and fourth years to allow students greater concentration in areas of specialization.

3. Goal - Increase the quality and quantity of faculty members qualified to teach modern business administration courses.

Targets

- a. Send approximately 110 young faculty members to MSU for approximately 220 man years. Send 30 professors and doçents to MSU for short term, (approximately 15 man years).
- b. Organize seminars for faculty in functional areas of business administration (market research, organization, etc.)
- c. Organize a summer institute and/or workshop each year for faculty members who do not speak English or who do not want to study in the

United States.

- d. Strengthen doctoral program through organizing and participating in doctoral seminars in business administration so that potential young faculty may be better prepared to teach business administration.

4. Goal - Revise procedures, regulations and legal framework which influence the efficiency of the academies.

Targets

- a. Increase number of faculty positions.
- b. Reduce faculty-student ratio (for example, divide large classes into sections, each taught by a separate member of the staff.)
- c. Adjust criteria for selecting participants to be sent to the U.S.
- d. Adjust rules for teaching to allow for pre-doctoral teaching experience.
- e. Adoption of the semester system.
- f. Reduce time spent on examinations (approximately 3 mo. of each year) so that better utilization of faculty and student time may be achieved.

5. Goal - Develop within the academies research capabilities and output of research on business problems.

Targets

- a. Develop a program on research methodology.
- b. Develop graduate student research projects in business problems.
- c. Develop a program of joint publication of cooperative research done

by Turks and Americans.

- d. Acquisition of 200 volumes per year for each academy library so that libraries may become an integral part of teaching and research.

6. Goal - Develop a cooperative working relationship between the academies and business community.

Targets

- a. Organize faculty - businessmen meetings to discuss needs of business in terms of quality of graduates of the academies.
- b. Plan and develop within the academies managerial development programs for persons who currently hold managerial positions and those who aspire to become managers.

E. COURSE OF ACTION

The current phase of this project will terminate June 30, 1968. The second phase of the project being discussed will be implemented during the period July 1, 1968 to June 30, 1972. U. S. assistance will be provided through an AID/US University contract with the contractor providing the US technical personnel in Turkey along with the necessary campus backstopping. U. S. advisory personnel will consist of both full-time professor/advisors and short-term consultants as follows:

7 Professors for 2 year terms	1968-1970	14 M. Y.
4 Professors for 2 year terms	1970-1972	8 M. Y.
Short term consultants	1968-1972	2 M. Y.

U. S. assistance will also be provided through arranging for the training of participants in the United States. The number of participants which need to be sent to Michigan State University for training has been estimated. A representative of the faculty of each academy (Ankara, Eskişehir, Istanbul and Izmir - Adana requirements were estimated by the MSU Group) was asked to estimate the number of assistants that should be sent to the U.S. for an MBA degree from his academy during the next four-year period. These estimates are summarized below:

NUMBER OF ASSISTANTS TO BE SENT
TO US FOR M. B. A. DEGREE (2 YEARS)

Total No	To Start	Sept. 1968 (July 1, 1968 to June 30, 1969)	Sept. 1969 (July 1, 1969 to June 30, 1970)	Sept. 1970 (July 1, 1970 to June 30, 1971)	Sept. 1971 (July 1, 1971 to June 30, 1972)
ANKARA	20	7	8	3	2
ADANA	20	7	8	3	2
ESKISEHIR	26	8	9	7	2
ISTANBUL	20	7	8	3	2
IZMIR	<u>20</u>	<u>7</u>	<u>8</u>	<u>3</u>	<u>2</u>
TOTAL	106	36	41	19	10

(New Starts)
Total 212 man years)

Perhaps a more meaningful way of presenting the information concerning participant requirements is to look at the number of participants who will be at

MEMBER OF PARTICIPANTS
AT M.S.U. EACH YEAR

<u>To Start</u>	<u>September 68</u> July 1, 1968 June 30, 1969	<u>September 69</u> July 1, 1969 June 30, 1970	<u>September 70</u> July 1, 1970 June 30, 1971	<u>September 71</u> July 1, 1971 June 30, 1972	<u>September 72</u> July 1, 1972 June 30, 1973
New Starts	36	41	19	10	0
Carry Over	1	36	41	19	10
TOTAL	37	77	60	29	10

In addition, each of the 4 academies (Ankara, Eskişehir, Istanbul and Izmir) estimated a need to send approximately 8 professors and/or doçents to Michigan State University for short-term programs - a total of 16 man years. Although all the academies recognize the benefits of sending professors and doçents to Michigan State University, many of the faculty members feel the per diem rate of \$ 12.00 per day is not sufficient to allow them to go. Most of the professors and doçents have one or more jobs outside of their academies and they depend on the combined income to support their families. They would have to give up this supplementary income in order to go to the United States and they simply cannot afford to do this. While most are willing to make some financial sacrifice, the difference between the income they would receive as a participant and their normal income is too great to allow them to be away from Turkey to attend MSU. In addition, senior faculty are often sent to conferences, workshops, and long-term seminars in Europe and the US by the Turkish Government. Per diem rates usually range from \$ 20.00 to \$ 25.00 per day. When they compare this to the \$ 12.00 per day offered by the project they feel that acceptance would lower their status. In fact the Istanbul Academy has gone on record as saying that none of their faculty will go to MSU under the present monetary arrangement.

Because of importance of sending senior faculty to MSU for short-term training, every effort should be made to liberalize the financial conditions under which they might go. One type of useful program will be a summer program

of approximately four and one-half months beginning in June and ending in October. This would allow faculty members to observe two final examination periods and two registration periods, and to participate in summer classes, thus providing the opportunity to observe and learn about both academic and administrative functions of a modern American college of business administration.

Not all Turkish faculty can or want to go to Michigan State University for additional training. To provide training for these people, seminars and workshops will be conducted in Turkey by short-term consultants and resident American advisors. This program should consist of both short seminars (4 to 5 days in length) and longer-term workshops (30 days) and should include both academic and administrative subjects. The budget estimate assumes three short-term seminars and one 30-day workshop during each year of the contract period beginning in the summer of 1969.

In order to make the four year program of cooperation a success, the academies, the Government of Turkey, and the MSU Group must all contribute by taking certain actions. Because of the desperate need of the academies for more faculty, primary emphasis must be placed on developing a workable participant program.

I. The Government of Turkey will take the following actions:

A. Assure provisions for increasing the junior faculty by at least

106 members over the next 4 years by one or both of the following

methods:

1. Send those who already hold the rank of assistant . These people should be given priority in participant program. This would mean that the number of cadre position must be increased according to the above schedule of participant training so that the required number of qualified participants can be appointed to the rank of assistant immediately prior to the beginning of each academic year and sent to Michigan State University as employees of the Government of Turkey.

In order for this to work properly the requirement of 2 years of Government service prior to study abroad must be relaxed or abolished so that assistants who would otherwise qualify will not be prohibited from going to the US to obtain the degree of Master of Business Administration.

The new personnel law which has been passed will reduce these obstacles to some degree when it is implemented. Therefore, every effort must be made to get the law, or more particularly, those parts of the law pertaining to participant training, implemented quickly.

2. Send those who do not currently hold the rank of assistant.

This arrangement would require several things:

- a) Hold competitive examinations open to graduates of acceptable institutions of higher learning to select participants who

are acceptable both according to Turkish requirements for future appointment to academy assistantships and MSU requirements for entry into graduate school.

- b) Send selected candidates immediately to MSU for training - prior to appointment as an assistant in the academy.
- c) To provide roundtrip international travel for participants in the Ministry of Education on academies budgets, and to the extent needed this year from trust funds.
- d. Provide appropriate number of cadre positions in accordance with participant planning table above so that each successful candidate will be appointed as an assistant in the academy immediately upon his return to Turkey.

It should be noted that this will mean increasing the number of faculty members in all the academies by approximately 50 percent.

- B. Provide budgetary support necessary to expand and modernize teaching and research activities at the academies , including the necessary support for the project as per the agreed-upon lira budget.

II. The Academies will take the following actions:

- A. Develop a specific work plan for each year of the project. The work plan will identify specific targets to be achieved during each

year and provide for annual reviews and evaluation of progress.

The work plan will include, but not be limited to, the goals and targets set forth in section D of this PROP.

- B. Contingent upon the actions set forth in number 1 above, provide the agreed-upon number of properly qualified participants to be sent to MSU for the master of business administration degree. Participants from each academy will be selected jointly by representatives of that academy faculty and representatives of the MSU Group according to standard qualifications to be developed jointly by all academies and the MSU Group. This will mean selecting candidates who are qualified to go to MSU. This will mean active recruiting of qualified participants from various sources and providing advanced English language training where necessary.
- C. As quickly as possible after the return of participants to their academies from MSU, utilize them to teach and/or research in the fields in which they were trained.

III. US Advisors will help Turkish Educators by:

- A. Assisting the academies in establishing long-run objectives and in formulating long-run plans to reach their objectives. This would include provisions for periodic review and evaluation.
- B. Assist in the improvement of classroom teaching through collaboration with Turkish counterparts in the production of test materials, use of case materials in classrooms, preparation

of material for classroom discussions. This would include occasional supplementary lectures by the advisor. For every course in which an American advisor performs the major teaching job, there shall be a Turkish faculty counterpart who will assume full responsibility for the course after not more than one year.

- C. Continuing assistance in upgrading and otherwise changing current course offerings and instituting more effective curriculum which will, in the long run, obviate the need for sending large numbers abroad for professional study and advanced degrees.
- D. Collaborating on the selection and orientation of participants for US training as well as assisting them in their new teaching assignments on their return.
- E. Participating in the upgrading of the present Turkish doctoral program.
- F. Strengthening and expanding the administrative procedures of the academies, especially in the areas of student selection, scheduling and testing procedures.
- G. Giving guidance in the establishment, maintenance and expansion of libraries.
- H. Emphasizing research activities by guidance and participation
- I. Promoting, in every way possible, the translation and publication of textbooks and other instructional material in Turkish and encourage the writing of original books in that language.
- J. Assisting with the design of, and participating in management development programs.

A P P E N D I X A

**OBSERVATIONS ON THE FIRST FOUR YEARS
OF THE MSU PROJECT
AND
SOME SUGGESTIONS**

by Professor Melih Koçer

Besides other benefits, the MSU project whose first term is ending, has helped Turkey to gain wide experience in efficiency of application of foreign aid in the field of business administration education. Therefore, when the continuation of the project for a new four-year term is being discussed in these days, an objective evaluation of the first term is very important for the development of the academies and for the Turkish - American co-operation within the framework of this project.

First, and above all, it must be stated that, despite their goodwills, the parties that have co-operated in the preparation of the project for the first term did not have the possibility to grasp all characteristics of this first trial period. On the Turkish side, the conditions were not prepared for an ideal application of such a project, while on the American side there was no possibility for fully perceiving the Turkish conditions. As a result of this, the first term was programmed with rather theoretical facts, and the hurried application, for instance, has forced the Turkish administrators to start as soon as possible the participant program with whatever faculty staff was available.

Besides this, for the American professors, the academies have remained as a completely new area during a long period of the first term, while many of the Turkish administrators could not warm up to a project which involved deep and fundamental changes. Because of these reasons too, the application in the first term, particularly by Turks, has been evaluated very differently and in

fact with contradicting measurements.

Fundementally, and with an objective view, this term should be studied and evaluated as a stage of adjustment and knowing each other. This term is neither a loss of time which justifies despair, nor is it an application in which reforms have been created through great and fundemental achievements.

It is a big error to hope and expect sudden steps in a long-range process such as the education of high quality administrative personnel which Turkey very badly needs. In such a great process where quality should be considered as much as quantity, it would have been unjust to expect a quick adoption, in Turkey, of a business administration concept which is essentially American. It would also have been unjust to expect the Academy administrators to adopt quickly new educational concepts and discard the concepts to which they long have been accustomed.

An evaluation which takes these conditions into consideration will clearly show that the first - term application of the MSU project has been the beginning of revolutionary changes in the thinking of the academies. In this respect, as well as the participant program and the success rate of the returning participants, the first-term application has been satisfactory despite the fact the academies, under the conditions of those days, hurriedly made use of possible young faculty members.

As a result of the application, new courses such as business management, business finance, marketing, quantative methods etc., now being considered as

integral parts of the curriculum, have entered the academies even if there are differences of degree, and some of these courses are being taught by young faculty members trained by the project.

In this respect the first term of the project has achieved great success in the role of adoption, and more important than this, through this period it has also been possible for the American experts to learn the Turkish conditions and consider the project within these conditions.

When the differences of application are studied more closely in the evaluation of the first term, another point attracts attention. Particular attention to evaluation of curriculum, method, and faculty power during the first period will give evidence of a point which should have been expected anyway. The point is, along with similar developments in general ideas, the results of application have differed among the four academies during the first trial period.

The results achieved by the four academies show differences which attract attention in the balance sheet of four years. These differences are in curriculum, obligatory class attendance, application of semester system, night classes, limiting student number in classes, applying case method in teaching, and student /professor ratios which are related to such aspects as program, method and systems.

MSU, which is participating in the project, has all the facts and the necessary potential to make a scientific analysis of these differences.

A scientific study of such a project by MSU, in which it participated at a

cost of four years of labour and devotion, will result in a kind of satisfaction for the four years of effort as well as a guarantee of the expected achievements in the new term.

On the Turkish side, the Inter - Academy Board, without doubt, is the competent authority for analysing these differences in the achieved results.

In awaiting such analysis of the Board from its own point of view, we can briefly summarize the reasons for differences in application which should have been expected in any case:

A. All academies differ from each other when external conditions are considered.

These conditions arise from the characteristics of the regions in which the academies are placed. Demographic, technological, cultural, economic and human characteristics of these regions are different and these differences affect the academies.

B. The four academies differ from each other also when internal conditions are considered.

Internal conditions cause differences in such aspects as academy administrators, faculty members, students and the financial potentials of the academies. The academies can not free themselves from the conditions that have dominated their establishment. The conditions under which the various academies were established also differed.

Some academies are younger than the others therefore, more open to the influence of new ideas.

The educational background of the faculty members of the academies differ; therefore, their sets of values and views are different. The number of students has differed as a result of necessities and this, in turn, has caused differences in student/faculty staff ratios among the academies. For instance the Ankara academy, with its 10,000 students, finds itself in a very difficult situation. This situation has been the cause of big differences in physical facilities among the four academies which have equal cadres and budgets.

As a last point, the differences in the composition of the boards of professors, which are the highest competent authority of decision and which rule over the destiny of the academies, have resulted in greatly varying decisions among the academies.

Thus, it should be considered as natural, that the academies derived differing benefits from the same project because they differ greatly in external and internal conditions. And future developments should be strived for under the consideration of these differences.

The point we are trying to make evident is that in the new term, it will be most advantageous to select solutions which consider the characteristics of the academies.

At the top of the common problems facing the academies is the problem

of autonomy.

There are great benefits if this vital problem of the academies is understood with its essential meaning by the MSU administrators.

The autonomy of the academies can be considered in three dimensions:

- a) Scientific autonomy
- b) Administrative autonomy
- c) Financial or economic autonomy

Fundamentally, the separation of these three dimensions, or three types of autonomy, is not possible. These three aspects are tightly and closely related, because being scientifically autonomous depends on being administratively and financially autonomous.

The scientific work of the academies is not limited by the present law. Just like the Turkish universities, the academies are also considered as institutions which:

- a) teach and train
- b) do research activities
- c) co-operate with the industrial and business community
- d) do all kinds of scientific publications

In addition the law tried to give the academies the necessary authority to perform these four functions.

But differing from the universities, the physical and financial means necessary to perform these functions are given to the academies through the channels of the Ministry of Education. That is, the academies can not present their needs for cadres, financial requirements and budgets to the legislative body nor can they defend their demands related to these.

Therefore, the preparation of the means necessary for the development of the academies passes through the channels of the Ministry of Education, priorities being judged by this mechanism, and then passes to the Government and the Parliament .

This procedure very often causes subjective preferances, harmful comparisons, delays, and even blockings. For instance, alternatives of higher education and primary education may compete with eachother. As success in this procedure depends on the personnel of the Ministry of Education, who are intermediaries, the problems of the academies get lost among other activities of the Ministry. For instance, the cadre positions which the academies need for assistants may fall behind the teacher needs of secondary education.

Briefly, the theme of academies very often dissolves and disappears in the great process of education. In this respect Turkish universities have had great advantages and they were able to develop very rapidly.

Another aspect of being autonomous is the institution of a juridical person (legal entity). As Turkish universities are juridical persons they may establish

autonomous institutions of research. Through this possibility these institutions can build bridges with external environment and can also develop.

For instance, an institute in a university can determine all of its activities, select its own staff and determine its own budget independently, whereas an institute in an academy can not free itself from the intermediation of the academy and the Ministry of Education.

A lot of regulation difficulties slow down activities and they even prevent these activities.

Autonomy, which seems to have three dimensions, is a whole body.

The development of an academic institution that has no autonomy is very difficult and also confined to the slowness of the Turkish order.

AIRGRAM

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DEPARTMENT OF STATE

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TO - AID/W TOAID A 1195

DATE REC'D.

DATE SENT

Jan. 18, 1966

FROM - USAID/Amhara

SUBJECT - Technical Assistance Project History and Analysis Report
Project No. 277-11-770-357 - Academies of Economics and Commerce

REFERENCE - H.O. 1303.1

Attached herewith is the Technical Assistance Project History
and Analysis Report for the Academies of Economics and Commerce
Project No. 277-11-770-357.

HART

Attachment: a/s

PAGE PAGES

1 OF 18

DRAFTED BY

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PHONE NO. DATE

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Education Div.

1/18/66

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WDDrake, Prog. Oper.

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A. Technical Assistance Project History and Analysis Report

- | | |
|---|---|
| 1. Name of the Cooperating Country: | Turkey |
| 2. Project/Activity Title: | Academies of Economic and Commercial Sciences |
| 3. Project/Activity Number: | 277-11-770-357 |
| 4. Date Project was Initiated: | May 24, 1962 |
| 5. Actual or Planning Termination Date: | June 30, 1968 |
| 6. Period Covered by Report: | May 24, 1962 - June 30, 1965. |

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1. The Background Situation

Many other young or developing nations which need to learn new industrial ways, have come to realize that often their scarcest commodity is neither labor nor raw materials but well trained business managers.

When assessing a country's economic potential, planners often overlook the business manager who is destined to play a key role in economic development. He is expected somehow to appear at the right time, in the proper place and in adequate numbers. Rarely does a country develop a plan which makes timely provisions to train a core of competent young people prepared to match their country's industrial progress with a talent equal to manage today's complex business operations.

The complexity and size of modern economic enterprises has brought on a managerial revolution in the western world. In order to achieve economies of scale, many industrial and commercial concerns have grown to enormous size, employing tens of thousands of people and operating establishments in many locations. In order to achieve stability, many of them have diversified their operations, combining several types of enterprises under the central control of a management team. Finally, in order to ensure future growth, they establish research and development organizations to discover new productive processes and new products.

These changes have brought into being a new breed of business executives, the university-trained professionals. No longer is a native shrewdness and a capacity for hard work enough. Today's executives must be knowledgeable in such fields as finance, marketing, economics, accounting, personnel management, industrial relations, and commercial logistics. Large economic enterprises have hundreds or thousands of such executives who have been trained in specialized, higher educational institutions. Furthermore, many of these executives return to higher educational institutions periodically during their careers to keep up such advancing knowledge in their fields.

In Turkey, managers with an eye to the future saw the need for a school which would serve the commercial community. In 1883 the Government of Turkey established a commercial lycee in Istanbul. For many years this one institution, or its successor, offered a program in business education which was thought to be sufficient to supply the trained personnel to operate Turkey's commercial establishments. Then in 1909 the Ministry of Education opened a second, higher level commercial school at Izmir. These two schools played such an important role in providing persons trained in business for the expanding commercial and financial needs of the country that within the next nine years, two additional and similar institutions went into operation at Iktisadir and Ankara. These four institutions now called "Academies of Economic and Commercial Sciences", have grown and flourished until their combined enrollment today exceeds 14,000 students.

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A few, short years after the fourth Academy of Economic and Commercial Sciences was opened in Ekişehir, educational planners within the Ministry of Education recognized that the Academies' rate of growth was uneven, that there was a lack of coordination among the four institutions and that an outmoded curriculum demanded revision. In addition to these problems, programs of construction were needed in all four schools, competent instructors were in short supply and the graduates, while eagerly sought by local business concerns, were not prepared properly to deal with today's modern commercial world.

Both the USAID Mission and the Turkish Government realized that the training of persons with backgrounds in economic theory and commercial sciences was essential to a rapidly growing economy. Private business and government enterprise had an ever increasing need for well trained business managers, accountants and marketing personnel.

In 1961 the Ministry of Education was trying desperately to provide permanent classroom space for the many students of the Ankara Academy. This particular institution grew so rapidly that a short six years after it was opened 4,000 students were enrolled, despite the fact that no Academy building existed to house them. USAID was asked to assist the Ministry of Education in constructing a classroom building which would permit the Academy to operate in a permanent, properly designed plant instead of using makeshift, rented quarters.

In November 1961 a Counterpart Release Project No. CR 44-61-46 was signed providing TL 5,850,000 for the completion of a classroom building for the Ankara Academy of Economic and Commercial Sciences. Construction actually was begun in 1959 but was left uncompleted when Government of Turkey funds for this building were exhausted in 1960.

The CR project tended to focus the importance of the role of the Academies for USAID. Further assistance to the four Academies was provided through the efforts of one direct hire technician specializing in commercial education. The general objectives of this aid were to improve the curriculum and raise the standards of instruction. Despite the extremely high capability of this technician, not much impact could be expected because this one expert worked with the Academies only as a part of a larger assignment. However, his work emphasized that the graduates of these four institutions played a critical part in the successful development of the nation's economy. USAID saw where it could provide technical assistance to increase the effectiveness of the institutions, and, therefore, improve the quality of the graduate. This done, the rate of the country's development might be accelerated.

Both the Ministry of Education and USAID Education Division believed that a feasibility study would be helpful in determining how best the Academies could profit from a technical assistance program and what form a program of assistance should take. In September 1962 a two-man survey team came to Turkey to determine the practicability

of a program directed toward the general upgrading of the four Academies. Dean Alfred S. Seelye, and Dr. Thomas A. Standt of the Graduate School of Business Administration, Michigan State University, comprised the two-man team. Their findings indicated that the Academies were receptive to a program of outside assistance and, more important, that if certain changes were made, the Academies could be much more effective in their job of providing government and private business with their future middle-level managers.

The four academies are university-level institutions and are the prime source of Turkey's exports in business finance, marketing and accounting. In the Ankara Academy alone, 60% of the total student body are already Government of Turkey employees since they attend classes and also work. These are today's young junior executives who will carry an increasingly heavy burden of future policy making. USAID's assistance to the four Academies stands outside the Mission's total effort to aid in making Turkey's economy viable. By training the office manager, accountant or government financial planner the Academies play a key part in the total development of the country.

This program of assistance for the four university level Academies of Economic and Commercial Sciences is an excellent example of how the development of particular social institutions can directly aid the economic development of a country. The graduates of these institutions are absorbed immediately into the private and government offices which influence the economic structure of the country as a whole.

The Academies, while carrying the same academic status as a university, do not enjoy the same degree of autonomy the university possesses. The major reason for the difference is one of finance. The academies, unlike the other institutions of university level, do not have fiscal independence. This fact, however, irksome to the Academy presidents and their staffs, is not a major hindrance to progress. It is true, however, that complete independence from the Ministry of Education would allow a degree of flexibility not possible under the present organization.

2. Project Targets and Goal Plan Objectives

In a project such as this where the ultimate goal is building or upgrading an institution, there are few true short-range goals. The method of operation here is one where change is brought about gradually and with a minimum of disturbing side issues. Therefore, the short-range goals mentioned, while separate in themselves are really a part of a broader objective involving fundamental changes within the institutions:

a) Short-range objectives:

- (1) To produce text material from lectures given by US technicians. In the four years the US technicians will be on board, it is planned that six separate texts will be produced by this method.

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- (2) To introduce new courses to the existing curriculum. The introduction of new courses in marketing, business finance and management accounting will provide the graduate with vitally needed information now missing in the present curriculum offerings.
- (3) To upgrade 20 assistants by giving them training in the United States, leading to the Master's Degree.

The accomplishment of the above three short range objectives will provide the Turkish business community with 8,000 graduates of the Academies who have been exposed to new teaching techniques, new curriculum offering, new text materials and new approaches to solving problems. These 8,000 individuals are the graduates who will have received the first effects of the project's impact during the scheduled four years of operation. They will have immediate effect upon the Turkish economy.

b) Long-range Objectives:

- (1) To establish a cooperative working relationship among the four Academies. The four institutions should have the same policy, curriculum and organizational base.
- (2) To provide the basis for a dynamic curriculum which will offer the range of subjects needed by modern business leaders and which will also eliminate those subjects which cease to have value to the graduate.
- (3) To establish a library through the translation of writings in the fields of economics and business administration as well as through the acquisition of original works written by the Academy staffs.

3. Project Results

The focal point of this project is the establishment of excellence. Quantity is a major concern only when it affects the scheme to raise standards, change attitudes, improve interaction and institute quality as the key factor in all phases of Academy operation. These changes must come about as a result of a modification of the attitudes held by the administration and staffs of the Academies. Changing attitudes is a difficult assignment and if done at all, is usually a lengthy process. Despite the anniversary date of May 24, 1962 for this project, it was not until two years later that the first U.S. contract technicians appeared on the scene.

The period of time for achieving results up to now, therefore, has been approximately twelve months in length. In this short time, however, significant progress has been achieved.

8. The U.S. advisors inaugurated a series of two-day monthly conferences with the four Academy presidents. These conferences were held to discuss faculty development, curriculum and course content, relationships with Ministry of Education, student selection and administrative procedures. They were very successful since each one contributed greatly to the growing cooperation between the four academies and between the academies and the Michigan State University advisors.

The most successful outcome of these meetings to date was the conference planned by this group to study the business administration curricula of the four Academies. The conference was attended by professors representing each Academy. The recommendation resulting from this conference, for the Academies to adopt new courses in the fields of marketing, business finance and management, is a step forward in strengthening the curricula of the Academies.

The monthly meetings of the Presidents also have brought the four Presidents together on a regular basis for the first time. The idea of working together and sharing ideas has been firmly introduced.

9. Each U.S. advisor conducted a class for fourth-year students for an entire school year at all four Academies. One taught a course in Marketing and the other lectured on Business Finance. At the end of the school year these lectures, translated into Turkish before being delivered, were gathered together, edited, reproduced and bound, thereby creating new textbooks. Thus, the Academies have available two new up-to-date texts slanted toward today's Turkish business scene.

10. One participant has returned from Michigan State University where he received his Master's Degree. The professional staff at his Academy indicate they are willing to consider crediting the time he spent acquiring the Master's Degree toward his doctoral work supervised by the Academy. It is likely that all participants returning under this program will receive similar consideration. This is the first indication that the strict Academy lock-step procedure for becoming a Professor may become more realistic.

11. The libraries stand as one of the weakest segments within the framework of the Academies. To provide for immediate strengthening in this area, one of the first actions under this project was to build up each of the four libraries by approximately 275 titles. The titles were selected carefully by the technicians to include the major writings in English in the fields of economic and commercial sciences. The books were ordered through a Turkish firm and paid for by Government of Turkey funds.

e. The classroom - office building in Ankara has been completed and is in full operation. Each of the other three Academies has a building program also, but differs from the construction at Ankara because their building programs are being carried forward without U.S. assistance.

f. Perhaps the greatest but most intangible results thus far under this project have been the acceptance by Turkish academic and commercial circles of the two U.S. advisors as experts in their fields. These U.S. advisors have, in the short year they have been in Turkey, demonstrated clearly that they deserve the confidence of their Turkish colleagues. Without this trust, continued progress of the project would be in doubt. The changing of men's minds is a slow and laborious process and can be accomplished best when the individuals involved have a mutual trust and admiration for each other. This condition is apparent in the relationships between the U.S. advisors and the people with whom they work.

4. Resources Employed

a. U.S. Resources Employed:

(1) U.S. Funds (net obligations)

	<u>Dollar</u>	<u>Counterpart Dollar Equivalent</u>
Total (from FY 62 through FY 65)	\$ 431,509	Trust Funds 48.F.F. \$ 55,874 TFY64 CR 44 269,645 \$615,319
Programmed for FY 66	\$ 275,000	Program for TFY65 \$120,822

(2) Resources by Type:

(a) U.S. Technicians

A two-man survey team spent four weeks doing a feasibility study in September 1962. In addition to this group two U.S. contract technicians have spent one year each working under this project. Each of these technicians is a full professor at Michigan State University. One is a specialist in marketing and the other a specialist in business finance. Both of them lecture in their respective subjects in each of the four Academies. In addition to actually teaching student groups they advise and assist the four presidents and their staffs on administrative and professional matters. No direct-hire U.S. technician is funded under this project.

<u>Technician</u>	<u>Arrival in Turkey</u>	<u>Depart Turkey</u>	<u>Man Years On Board</u>
Survey team member	Sept. 3, 1962	October 3, 1962	1/12
" " "	" " "	" " "	"
Marketing Specialist	July 2, 1964	On board	1
Business Finance Specialist	July 9, 1964	On board	<u>1</u>
Total Man Years			2 1/6

(b) Participants

The participant training element of this contract project is divided into two parts. One segment calls for a short-term, non-degree program which has been designed for deans (assistant professors) and professors. The other part is directed toward the assistants, and the Master's Degree is the objective of this training program. All training is scheduled to be done at Michigan State University.

A total of ten participants has gone to Michigan State on degree programs since the project started. One came back within three months for health reasons and another has returned with his degree. The non-degree program for deans and professors includes three participants to date. One completed a scheduled six-month program and has returned to Turkey, the other two are still in the U.S.

In the spring of 1964 the four Academy presidents went to Michigan State University for a three-week program designed to acquaint them with education for business as it exists in better American Universities.

All returned participants are currently in positions which allow them to use their training experiences in an effective manner.

The following chart gives a breakdown of each individual training program thus far begun under this project:

Participant	Title	Type of Program	Date left Turkey	Date of Return	No. Man Months to June 30, 1965
Elhan Sayer	President	Observation	April 1964	May 1964	1
Elhan Edga	President	Observation	April 1964	May 1964	1
Orhan Cgus	President	Observation	April 1964	May 1964	1
Safet Ertenk	President	Observation	April 1964	May 1964	1
Adnan Smer	Professor	Non-degree	March 1964	in US	3
Vural Savas	Docent	Non-degree	June 1963	in US	1
Faail Gulkure	Professor	Non-degree	March 1963	in US	3
Sedat Akalin	Assistant	Degree	March 1964	in US	15
Kivanc Ertop	Assistant	Degree	March 1964	in US	15
Salih Sarver	Assistant	Degree	March 1964	June 1963	15
Aysel Ustaoglu	Assistant	Degree	March 1964	in US	15
Orhan Yorgut	Assistant	Degree	March 1964	June 1964	3
Yihan Camalcilar	Docent	Degree	March 1963	in US	3
Orhan Tokok	Assistant	Degree	March 1963	in US	3
Tulum Hammedaregin	Assistant	Degree	September 1964	in US	9
Merim Fenercioglu	Assistant	Degree	September 1964	in US	9
Cengiz Pinar	Assistant	Degree	March 1964	in US	15

TOTAL MAN MONTHS

113

(c) Commodities

No commodities have been purchased with dollars under this project.

(d) Other Resources

No other resources have been a part of this project.

(e) U.S.-owned local currency

No U.S. owned local currency has been used as a part of this project.

(f) Counterpart local currency

A construction project, CR 44-61-46, initiated in November 1961 with the final total of TL 5,125,000 (\$569,445) provided the funding necessary to complete a classroom and office building for the Ankara Academy of Economic and Commercial Sciences. As mentioned elsewhere in this report, the Ankara Academy operated with no buildings of its own until this new classroom building was constructed.

The remaining TL 502,869 (\$55,874) (Sect. 4a(1)) of counterpart local currency funding was used to directly support the Michigan State University contract project. These funds were used for salaries of interpreters and secretaries, local

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travel, purchase of office supplies, duplicating lectures and other professional works, international travel for contract participant and office equipment.

b. Cooperating Country Resources Employed (excluding counterpart):

(1) Total value (dollar equivalent) \$401,888

Government of Turkey budgeted funds have been used for construction of Academy buildings at Izmir and Eskişehir. TL 3,500,000 (\$338,888) has been obligated for this purpose. These new buildings are a part of the planned program for expansion of the Academies of Economic and Commercial Sciences the Ministry of Education has embarked upon as a part of this project. The remaining TL 117,000 (\$13,000) which the GOT has contributed has been used for international travel for participants who have gone to Michigan State University under the project.

c. Resources Employed by other Contributors:

There have been no other resources employed by other contributors.

5. Major Factors Affecting Progress

a. Cooperating Country Performance:

The two U.S. technicians spent the major portion of their time working with the four Academy presidents and their staffs. Good rapport has been established enabling the U.S. technicians and the people with whom they work in the Academies to freely discuss the problems which confront them and plan for their solution. Working through the Ministry of Education, however, presents a very different situation. Cumbersome working procedures, red tape, inability to present a clear-cut decision and the lack of lateral communication are expected hindrances when the project U.S. technicians find they must work through the General Directorate which controls the operation of the Academies. Fortunately, only a minimum number of contacts must be made through the General Directorate.

The Ministry of Education has not been enthusiastic about giving the project financial support for operational needs. There has never been a refusal by the Ministry to consider the financial needs for operation of the project; it simply fails to act in time to take care of budgetary items. The Turkish lira needs of the project are met entirely by Special Project Funds.

The rapid turnover of Ministry of Education personnel also has caused some unexpected problems. One of the original segments of the participant training program within the project was to give Academy deans and professors short-term observation tours to Michigan State University during the summer. After the first group was selected, the newly appointed Minister of Education ruled against such short-term training.

b. U.S. Performance:

The Academies of Economic and Commercial Sciences Project is well planned and smoothly operating. Sound and careful planning took place before the project was implemented. Problems were recognized and provision made to overcome many of them. The institution selected to carry out the course of action has proved to be an excellent choice. Michigan State University staff members have had wide experience in developing countries. Therefore, there are few problems which originate from administrative inexperience.

Further proof of the wise choice of contractor selection is the caliber of the U.S. contract technicians assigned to the project. Both technicians now on board are full professors from the regular University staff and they have demonstrated thoroughly that they are anxious, competent and hardworking.

For the first two years this project was in existence, time was used with reckless abandon without regard to accomplishment. During those two years only two significant events occurred which moved the project forward. The first was the survey; the second the signing of the contract. The survey group was on the job, working in Turkey approximately three months after the obligation of funds for this project. The time required to select the contracting institution, draw up and sign the contract, took slightly over sixteen months. In retrospect, it appears that simple inaction or the dilatory handling of the preparation or consummation of the contract between AID and Michigan State University created the most serious barrier to the success of this project.

The following time schedule may be of some help in visualizing the enormous amount of time which elapsed between the initial obligation of funds and the arrival of the first Michigan State University contract technician in Turkey.

Initial Obligation of Funds	May 24, 1962
Survey Team Recommendations	October 17, 1962
Contract Signed	February 23, 1964
Arrival of First Technician	July 2, 1964

This writer has insufficient data available to trace all the reasons why so much time passed with so little accomplished. It is enough to say that the amount of time expended was far in excess of the amount needed to do the job. Technically, we are faced with the fact that this project has been in existence for a little over three years. In reality, only one working year has passed to date. Therefore, the bench-mark for measuring the effectiveness of this project should coincide with the arrival of the first contract advisor and not with the signing of the original Project Agreement.

5. Appraisal of Results

a. The first significant event of the project took place in September 1962 when a survey was made by an NSU team, but actual accomplishments date from July 2, 1964, when the two present staff members arrived. The actual rate of progress from that date far surpasses expectations. The staff established full confidence with the officials of the academies, and have had translated and printed all their lectures in marketing and finance and made them available to students as textbooks. They have inaugurated group-studies of a Business Administration curriculum, resulting in the Academies adopting new courses in marketing, business finance and management. They have made progress in changing the procedures for permitting young Turkish Professors to get recognition for their US work toward a PhD in Turkey. To have accomplished all these objectives within a period of 18 months was phenomenal.

Another fact worth noting in this analysis is the manner in which the participant training program is being used to strengthen the project. Before the technicians arrived, the four presidents of the academies spent a month on the campus of NSU becoming acquainted with the staff, the US methods of instruction and learning the contract requirements first hand and how it could be operated to the advantage of both parties. This orientation of the presidents has helped the project to get off to an excellent start.

b. The four academies are university level institutions and are the prime source of Turkey's experts in business finance, marketing and accounting. The future economic development of the country depends to a large extent on the graduates of these academies. Therefore, the project performs a significant function in providing essential personnel for the rapid development of the country.

c. The findings of this report indicate the combined enrollment of these institutions now exceeds 14,000 students. This is a significant figure, because this will be the major source of business executives, administrators, and accountants for meeting the personnel needs for the planned expansion of both the private and public sectors in the new five-year plan of development. All graduates of the academies are absorbed immediately.

The project was planned adequately. The goals are well defined and limited to what can reasonably be accomplished, but there are basic problems to be solved, such as improving the curriculum, increasing the staff and directing the training program toward the needs of the country.

In the beginning the question of timing was the major problem, because of the delays in signing the contract, but with the present accelerated pace in meeting the project objectives, it now appears that they still may be accomplished within the present timing of the contract. This will be possible only if the institutional and attitudinal changes continue as expected.

The Mission Director's Comments and Evaluation of the Project.

The very encouraging results of this project in the first 18 months of the contractor's time in Turkey are well described in section 3 above. One explanation of these somewhat extraordinary accomplishments in such a brief period lies in the fact that the presidents of the four Turkish institutions visited the contractor's home campus in the U.S. for one month before the contractor's field staff came to Turkey. They were thus carefully conditioned to the U.S. idea of what a business college should be doing. This has made things easier for the contractor's field staff. The presidents of the four Turkish schools have actually been very receptive and vigorous among their own councils in pressing for needed changes.

The power struggles and administrative impediments that we have frequently encountered in the Ministry of Education apparently so far have not had too much of a deleterious effect. Recently in fact the Ministry's support has become increasingly sympathetic toward this project.

Work financed under this project will continue through June 1968, when a more meaningful picture of the progress made should be available. The contractor expects by that time to have considerably enhanced Turkish capabilities in the field of Business education. Among other things, they are developing more business literature based upon the Turkish economy. This is only one by-product of increasingly active participation by these schools in the daily problems of their respective business communities - one of the primary long-range objectives of this project.

ComponentsTeaching MethodsMay 24, 1962

All classes taught in large lecture sections and attendance is optional. There is relatively little in the way of outside reading assignments. There are no outside papers or problems to prepare. With many faculty members teaching over 1,000 students, the matter of grading papers is an insuperable difficulty. Even in courses where problems are far and away the best teaching device this teaching method cannot be used.

Libraries

The four libraries are small and inadequate. They are not utilized by the students because the number of books is inadequate and because readings are not assigned. Libraries are primarily for the use of professors and assistants. Most of the important works in business administration in the English language were not included. There are also no trained librarians on academy staffs.

Curriculum

Students have class schedules which average approximately 21-22 credit hours of courses per week plus six hours of foreign language work.

June 30, 1965

U.S. advisors have taught year-long demonstration classes in marketing and business finance. Modern teaching techniques were used. The problem method of teaching was used, class discussions were encouraged. Many full professors observed these techniques in all four Academies. Objective type tests were used by the US advisors at the end of the course to demonstrate a time saving device in upgrading papers. The US advisors have had their lectures translated into Turkish, bound and printed to be used as texts in coming years.

A basic library of approximately 27 titles has been selected by the US advisors and four sets have been purchased with Government of Turkey funds. The total number of 1,100 volumes has been received and distributed to the four Academies.

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Components

Curriculum
- Cont.'d -

May 24, 1962

Course offerings include many non-essential subjects unrelated to Academy's basic purpose and lack certain other important curriculum areas. No course in marketing business finance or management.

Little or no inter-Academy planning for a unique curriculum common to all Academies.

Faculty

Faculty of all four Academies primarily oriented toward continental concepts of higher education.

A lock-step procedure for a person to become a professor.

There are very few professors with an educational background in any field of Business Administration.

The number of professors is inadequate in relation to the number of students. The ratio of professors to students is approximately one to three hundred.

June 30, 1965

Approved by all four Academy staffs to offer at least one course each in the fields of marketing, business finance, and management.

A two day conference was held with representation from all four Academies to discuss the business administration curricula of all four institutions. This conference was organized by the four presidents, showed clearly that great differences existed between curriculum in the four institutions and resulted in scheduling future conferences to study other areas of the curricula offerings.

Acceptance of advice from US advisors indicates a shift to the West in thinking.

No change.

Assistants are being trained at Michigan State University in these fields.

No change.

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USAID/Ankara

Components**Faculty**
- Cont.'d -May 24, 1962

Little published research by professors deal with actual Turkish business problems. In general their publications tend to be textbooks with little or no case material or application to Turkish business or economics.

A great many professors are in their 50's and 60's. There is an immediate need to bring large numbers of younger people into the system.

Administration

Relatively little communication among four Academy presidents. Each Academy developing with little regard for direction taken by other three.

No pooling of professional resources. Inter-Academy Board considers only rules and procedures by which Academies are run.

Clumsy operational procedures, questionable admission system, high failure rate by first year students, examination technique inadequate, optional student attendance, huge class enrollments.

Lack of essential equipment to increase teaching efficiency and administration techniques.

June 20, 1965

No change

No change

With US Advisors working in all four Academies act as liaison between Presidents. Presidents are scheduling more frequent meetings among themselves. The ISU group has established a regular monthly meeting for the four presidents.

As a result of monthly meetings with presidents a curriculum conference has taken place and additional conferences planned.

No change

Audio-visual equipment & duplicating machines have been purchased for Ankara Academy. The TL 160,000 of GDT funds is the total value of purchase.

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Components

**Physical
Facilities**

Legislation

May 24, 1962

The Academy buildings in Eskişehir and Izmir are inadequate for present number of students. In Ankara a new Academy building is under construction (CR 44-61-46)

Academies have semi autonomy. They have control over curriculum, election of president by the faculty of each institution. They do not have financial autonomy and budgetary matters are determined by the Ministry of Education.

June 30, 1963

The Academy building in Ankara is complete and in operation. A new building in Izmir and Eskişehir have been funded by the Ministry of Education and are now under construction. No change in Istanbul.

No change.

TURKEY

TECHNICAL ASSISTANCE PROJECT
CASE HISTORY

ESTABLISHMENT OF A HOTEL SCHOOL

CR 44-99-35 SUB-PROJECT

A.I.D. INFORMATION
STAFF LIBRARY

April 3, 1963
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I. BACKGROUND SITUATION

The contribution that tourism can make to economic development is well understood by planners who note the successful experience of countries in every part of the world in utilizing tourist attractions as one means of economic growth. Turkey can benefit from tourism as a new source of foreign exchange which will contribute to the improvement of the balance of payments position of Turkey. The domestic economy can also be benefited since much of the tourist money spent remains in the country to be spent again by the inhabitants. Each successive transaction creates new jobs and adds to capital formation.

The development of a tourism industry requires that a country have certain fundamental assets: historical and scenic attractions, safe and rapid means of transportation, comfortable tourist accommodations and above all, skilled personnel to serve the tourists' needs. It was to answer the urgent need for trained touristic personnel that the Ankara Hotel School was established during 1961 as a part of Project No. CR 44-99-35 (Fund for Pilot Project in the Development of Tourism). The USAID/T and the Ministry of Press, Radio and Tourism first initiated the basic project to support the GOT Tourism Development Program. Credits were provided to finance the construction of suitable accommodations for a package tour that would start at Istanbul and include visits to Yalova (near ancient Nicaea), Bursa, Çanakkale (ancient Troy), Bergama (ancient Pergamom), Izmir, Ephesus and Pamaukkale (ancient Hieropolis). Included in the planning was an allocation for the establishment of a hotel school to provide trained personnel for new tourist installations because the development of tourism in Turkey depends, in part, upon the availability of a continuing supply of training personnel to support touristic activities.

Since the early 1950s, interest in training for tourism had been evident in the Ministry of Education where an alert General Director of Commercial Education recognized it as a field of vocational education for which Turkey had great need. Tourism experts from Belgium and France had come to Turkey to do studies for the Ministry of Education. Their recommendations were beyond the capabilities of the Turkish economy. A 1958 report by the Director of the Paris Hotel School typically recommended that the Turkish Ministry of Education build a ten million Turkish Lira hotel school building and budget 2,222 Turkish Lira a day for operating expenses. As recently as 1960 another French expert recommended that an old hotel in Istanbul be purchased, renovated, refurnished and converted into a Hotel School. Faced with this kind of recommendation, the Ministry of Education was inclined not

to venture into this new vocational field. Meanwhile, Turkish teachers continued to accept invitations from the French Government to visit France and learn about tourism. There were a few teachers who had that experience and then returned to their previous teaching positions, as there was no place to apply what they learned.

It was not until the chance mention of the fact that USAID Technicians had counterparts who were interested in the development of a Hotel School that any real progress was made and the Ministries of Education and Tourism were brought into a cooperative agreement. U.S. dollar assistance has been limited to 25% of the time of one technician for 12 months. U.S. counterpart funds have been used for training, travel, equipment, building rent and alterations.

The Ankara Hotel School is a three-year lycee-level institution that provides cultural and professional training in the areas of Hotel Technology (Food and Beverage Control, Preparation and Service) and in Hotel Administration (Administration and Housekeeping). During its first two years of operation, the Hotel School offered a one-year intensive accelerated course for lycee graduates who, upon graduation, met the immediate needs of the Pilot Tour. The School is housed in a rented hotel that contains dormitory space for 90 students and classrooms, a modern kitchen-classroom, a model hotel room, a dining-room classroom, a model reception desk, a laundry-classroom, a small library and administrative offices. Students receive on-the-job training in Ankara's best hotels to supplement their school work. The Hotel School curriculum is as follows:

Hotel School

Three Year Program

	Food & Beverage Control, Prep.			Hotel Administration, Reception and Housekeeping	
	<u>Basic</u>	<u>Technical</u>		<u>Administration</u>	
	1st Yr.	2nd Yr.	3rd Yr.	2nd Yr.	3rd Yr.
<u>CULTURAL</u>					
Turkish	2	2	2	2	2
First Foreign Language	6	4	4	4	4
2nd Foreign Language		2	2	2	2
Mathematics I, II	2	2		2	
Etiquette	2				
Touristic Geog. & Tourism	2				
Customer Psychology I, II		2	2	2	2
Turkish History of Tourism		2		2	
Economics	2				

		Food & Beverage Control. Prep.		Hotel Administration, Reception and Housekeeping	
	<u>Basic</u>	<u>Technical</u>		<u>Administration</u>	
	1st. Yr.	2nd Yr.	3rd Yr.	2nd Yr.	3rd Yr.
<u>PROFESSIONAL (BACKGROUND)</u>					
Principles of Hotel & Rest. Org.	4				
Sanitation & Hygiene	4				
Food Chemistry I, II		2	2		
Personnel Mgt. & Training			2		2
Food & Bev. Control			2		2
Corresp. & Advertising				2	2
Hotel Law				4	2
Accounting I, II				4	4
<u>PROFESSIONAL (PRACTICAL)</u>					
Housekeeping	2			2	
Basic Food Prep. & Service	6				
Food & Bev. Prep. I, II		6	6		
Food & Bev. Service I, II		4	4	4	4
Wines & Beverages		2			
Applied Science for Hotels			4		4
Stewarding			2		
Typing		4			
Reception Office Procedures				2	2
Physical Education	1	1	1	1	1
Military	1	1	1	1	1
Seminar House (hrs. arranged)	34	34	34	34	34
Work Experience	6	6	6	6	6
	40	40	40	40	40

Eventually, in addition to the part played by USAID and the Ministries of Education and Tourism in the hotel school development, interest and cooperation were received from:

1. CENTO in the form of four four-year scholarships in London Hotel Schools for Prospective Teachers
2. OECD in beginning to arrange for some European teaching staff
3. The Government of Switzerland in helping in the search for teachers
4. The Government of Germany in providing hotel school building plans
5. The Turkish Ministry of Labor and the Hotel Workers Unions who wish to establish good relations with hotel school graduates
6. The Hotel Workers Association of Belgium who offered five hotel school students scholarships for one year of apprenticeship training.

II. OBJECTIVES

- (a) The short-range objective for establishing a hotel school was to provide trained personnel for the 1962 tourist season, to staff the new facilities constructed under the Pilor Project.
- (b) The long-range objective is to establish the Ankara Hotel School as a permanent part of the Turkish vocational school system to meet growing touristic needs, while demonstrating and setting high standards for future Turkish hotel schools. Eventually, the three-year lycee level Ankara Hotel School should develop into a higher school of the Junior College type. This will be possible when sufficient numbers of teachers are trained, and teaching materials, equipment and facilities are available.

III. RESOURCES COMMITTED

(a) Participant Training

In 1961, one teacher was sent as an A.I.D. participant to study Hotel School Organization at Cornell University. He will return to be Assistant Director of the Hotel School in February 1963. Two additional teachers are being groomed as participants in 1963 to major in Hotel Accounting and Quantity Cooking, and should return to the Hotel School Staff in 1964.

(b) Technician Costs

For 12 months, approximately one-fourth of the time of the USAID Business Education Advisor was utilized for the founding and development of the Hotel School. We worked with his Counterpart, the General Director of Commercial Education, the Ministry of Education, and with representatives from the Ministry of Tourism. Occasionally, he met with the USAID Tourism Advisor to exchange information on developments.

(c) Local Currency Costs

No dollar expenses were incurred except for the cost of the part-time technician services.

There were local travel costs for meetings with hotel and tourism people in various parts of the country, for surveying school sites, and for translator services.

When in the summer of 1961 an empty hotel building in Ankara was selected for the school, the expenditure of counterpart funds involved primarily the rent and building alterations, and later materials and equipment cost. Special teachers and translators were employed from counterpart funds, and many operating expenses were paid from the fund. Approximately half of the operating expenses were, however, met from the Ministry of Education's budget.

According to the Sub-project Agreement, the A.I.D. support and counterpart funding will end in TFY 1963 at which time the Ministry of Education will assume all expenses of continuing the school. Total funds budgeted in each fiscal year are as follows:

	<u>US Counterpart Funds</u>	<u>GOT-Ministry of Education</u>
TFY 1961	TL 1,000,000	TL 536,520
TFY 1962	TL 916,000	TL 648,300
TFY 1963	TL 300,000	TL 925,500
	TL 2,216,000	TL 2,110,320

IV. FACTORS ACCELERATING OR INHIBITING PROGRESS

(a) Factors Primarily Related to Host Country

1. Educational Philosophy: Interest in the Ministries of Tourism and Education was essential to the founding of the Hotel School. For the most part, officials looked favorably upon the establishment of the school; however, their interest tended to disrupt continuous progress as various officials indicated their preferences for the location of the school, the level of education to be offered, type of curriculum. The most serious division occurred over the desire of certain factions to have the Hotel School a part of an operating hotel. This idea persists and as far as the Workers' Syndicate and the Ministry of Tourism are concerned, if the financial situation did not presently preclude the possibility of a school in a functioning hotel they would still favor that arrangement. As the school is presently organized, it is a three-year level lycee school that will graduate personnel capable of assuming middle management positions. Graduates will be qualified to supervise and train large numbers of workers at the level of waiters, housekeepers and cooks. This will make possible a "multiplier" effect without which Turkey will never be able to meet its need for trained touristic personnel. To open a school within a hotel would submerge the training objective in favor of the commercial hotel operation. Where such hotel schools exist, the level of training is usually limited to short course training for kitchen and service personnel.
2. Administrative Concepts: Progress is inhibited by the lack of adequate administrative skill or hotel experience among the Ministry of Education persons responsible for the establishment of the School. They are certainly sincere in their desire to make the school a successful operation but there can be no doubt that they are bound by traditional educational and administrative concepts and lack of specialized training. Examples of the problems in this area are: reluctance to purchase luxury foods for the kitchen class; reluctance to duplicate class notes in sufficient quantities; reluctance

to pay salaries adequate to the employment of specialized personnel, or to employ adequate numbers of translators; reluctance to stockpile adequate numbers of student uniforms, etc. These problems arose in spite of the fact that the counterpart funds were not a part of the Ministry of Education budget and could be expended without the extreme restrictions that that budget imposes. It is worthwhile to note, at this point, that without freedom to use the counterpart budget flexibly, the Hotel School could not have been opened. As a result of continuing supervision and urging by the USAID technician some, but by no means all, of the administrative problems have been overcome.

The budgetary process is further complicated by the fact that the Hotel School is a sub-project. Funds released to the Ministry of Tourism have to go through a Credit Committee to be re-released to the Ministry of Education and thence to the Hotel School. In 1961, this procedure delayed the release of one-third of allotted funds for more than five months.

3. Teaching Staff: The lack of adequate numbers of teachers continues to be a major problem in spite of numerous promises from the Ministry of Education. Teachers presently available are sufficient to meet current classes but there are no teachers in training to provide for anticipated expansion. Repeated attempts to have extra teachers assigned for specialized training have been futile. The problem seems not to be in financing extra teachers but rather in the administrative problem of selecting and assigning them.

The Ministry of Education has been most understanding concerning the need for foreign teachers and has included them in its 1962 budget. Unfortunately, recruiting procedures were slow and ineffective so only one position was filled, in spite of the technician's effort to establish unofficial contacts outside Ministry channels. It is possible that an additional foreign teacher would have been employed had not the contract offered by the Ministry of Education been so unreasonably rigid and demanding. A final problem concerning foreign teachers arose when the offer of the Swiss Ambassador to recruit teachers from his country was channeled through the Turkish Foreign Office where the process was misinterpreted and considerably delayed. Eventually, it should be possible to receive this assistance from Switzerland.

4. Job Placement: Still another problem occurred with the out-of-season job placement of graduates, a responsibility assumed by the Ministry of Tourism. During the tourist season, graduates were employed (in accordance with the project) in the new hotels and motels of the Pilot Tour. By October 1962, however, when the need for employees in those establishments was reduced, the Ministry of Tourism made only a token effort to reassign graduates to other establishments.

As a result the services of graduates were not fully utilized during 1962. This problem may be a direct result of the fact that these were the first graduates and adequate procedures for handling them had not been developed.

5. Tradition: The introduction of formal education for certain of the skills included in the Hotel School has required changes in traditional attitudes. Students easily accept the training in administration (bookkeeping and office work) but there is an extremely negative response to being trained for food preparation and service. These areas of work have been traditionally delegated to the uneducated and there is much reluctance on the part of the students to think of food preparation and service as a career. There has been noticeable change in this attitude since the founding of the school as students have become aware of the importance of every facet of hotel organization and as they appreciate the greater financial rewards accruing to those who do the so-called "technical" work.
6. Constructive Attitudes and Activities: In spite of the problems itemized above, the over-all attitude of the host country is one of cooperation and encouragement within its capabilities. Both Ministries acted to speed the establishment and development of the school. Recruitment of students and publicity for the school was effectively handled. The curriculum and regulations were approved by the Board of Education with unusual speed. In the TFY 1963 Budget, the Ministry of Education has allotted TL 3,500,000 for a new Hotel School building and land. There are Government scholarships and encouragement for increasing next year's enrollments and even for opening an additional school in Izmir.

(b) Factors Primarily Related to A.I.D.

U.S. activities in connection with the founding and operation of the Hotel School were centered in the USAID Education Division in cooperation with the Industry Division. The Business Education Advisor assumed major responsibility for all phases of planning in cooperation with his Turkish Counterpart.

It is difficult to imagine how U. S. performances on this project could have been improved, except that the technicians in the Education and Industry Divisions should have been made aware, at an earlier date, of each others interests and activities. Earlier contact would have permitted more than the six months between April and September 1961 to do all that was necessary.

It now seems quite certain that the school would not have opened without an American technician to locate a building and insist upon its rental; to prepare the necessary researchers and develop the school curriculum;

to organize the school; supervise the assignment of teachers; and to oversee the purchase of materials and equipment. Of course, each step was taken in conjunction with Turkish counterparts who shared in the final decisions.

V. ACCOMPLISHMENTS

- (a) The immediate objective of providing personnel to staff the new installations for the 1962 tourism season was realized when 47 students of the One Year Intensive Course were graduated in June 1962.
- (b) The Hotel School has begun to achieve its long-range objective of becoming a part of the Turkish school system. It has already enrolled 59 intensive course students and 93 three-year students who will receive highly valued Lycee Diplomas upon graduation.
- (c) The experience with the Ankara Hotel School will encourage and make possible similar schools as they are needed in other parts of the country. Introduction of new vocational schools is in accordance with Turkey's educational needs as indicated by the State Planning Office. Increased technical training at the secondary level has been identified as a factor in Turkey's economic development.
- (d) Also, in accordance with State Planning Office recommendations, in-service classes for adult employees of various touristic installations were held in the summer of 1962. These experimental classes were the first such opportunities ever given to these employees for vocational upgrading. On the basis of this experience with 60 adults, further classes will be offered on an ever widening scale.
- (e) Three Turkish teachers for whom the French Government and the Ministry of Education had provided special training are being utilized at the Hotel School. One participant is already in the U.S. and two others have been selected to specialize in hotel training.
- (f) Attitudes toward hotel employment and tourism are beginning to change, if such a judgment may be based on the increasing interest shown in the Hotel School. In September 1962, there were 261 applicants for 57 scholarships.
- (g) Thus far 10 books have been translated or written and lecture notes for each subject are available. This is the first time teaching and reference materials for this profession have been available in Turkish.
- (h) The Turkish Ministry of Education has budgeted funds for the construction of the new Hotel School building basing its decision on the evident achievements and potential of the school after one and one-half years of operation.

VI. APPRAISAL OF REPORTING TECHNICAL DIVISION

Among Turkey's many critical needs is the need for more and better trained manpower. The need is particularly acute in areas in which economic development is involved because economic development provides the basis for increased revenue to support needed development in other areas. Less has been done in the training of technical personnel in Turkey than the preceding statement would indicate as justified. This is true for a number of reasons. There has been no manpower study to identify the need for trained manpower in various fields of training. Turkey already has higher technical institutions which, as is too often the case with higher institutions, felt they were doing the job, did not recognize their need for assistance, and as a result did not provide a fertile field for technical cooperation. This was not true in the case of tourism of which hotel training is one aspect.

Anyone who travels in Turkey becomes keenly aware in a very short time of the need for better hotels and trained hotel personnel. The delayed recognition of the gold mine which Turkey's tourism potential involves naturally led to interest in the construction of better hotels and better roads. And it also led to a recognition of the need for trained hotel personnel. An alert Ministry of Education official in combination with an alert education adviser in business education on the Mission staff resulted in the development of the Hotel School training project which has been discussed.

This project, although relatively small and involving no dollar costs except for participant training and the part-time services of a member of the Mission's advisory staff and modest local currency funding, may quite appropriately be pointed to as an outstanding illustration of how U.S. technical assistance can help less-developed countries develop.

This project also involves a feature which, although not unique, is unusual and worthy of comment and commendation -- the bringing together of two Ministries into an effective working relationship. Perhaps the best evidence of the regard of the Government of Turkey for this initial training effort in this field is in the fact that on its own initiative it has requested the enlargement of the project by including provision for funding in its budget for the construction of a building to be designed especially for this particular purpose and to expand the training program. This project, as might be anticipated, is regarded by the Education Division as one of its especially significant contributions to the development of Turkey's educational system and economic development.

VII. MISSION DIRECTOR'S COMMENTS

(See Attachment)

VIII. SOURCE IDENTIFICATION

This Case History was submitted in its original form by the USAID under TOAID A-1861 on February 4, 1963; it was revised by NESAs, AID/W, on April 3, 1963.

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FROM .

SUBJECT . Development Grant Program Evaluation - Project Case Histories

REFERENCE . (A) AIDTO Circ. NA-17 (B) New Delhi USAID 13 (C) TOAID A-1430

In accordance with Reference (A), six project case histories were to be submitted by March 1st. However, in view of the impending visit of Dr. Fred Bunting to USAID/T beginning on February 25th, agreement was reached with him that the case histories due on March 1st would be held at the USAID until he could review them in detail and depth with the project technicians. This review was completed in early March and certain changes were made in Parts I to V in accordance with Dr. Bunting's requests. Certain additional information was also supplied for the first group of project case histories submitted with Reference (C) on January 18th.

The transmittal of the following project case histories thus completes USAID/T's portion of the activity specified in Reference (A) and AIDTO A-888. Project case histories consisting of Parts I through VII are herewith submitted for the following projects:

Establishment of a Hotel School
(CB-44-99-35) → 27710357In-Plant Training → 2770293
(277-AQ-42-AD-5)Industrial Relations Training → 2770356
(277-AQ-41-AE-5)Extension Home Economics → 2770075
(277-AI-11-AC-5)

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3/21/63

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AID AND OTHER CLEARANCES

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Parts VI and VII of the following two project case histories are also submitted as follows:

Civil Police Administration - 2770287
(277-W-71-AB)

State Supply Office Management Improvement
Sub-Project of:
(277-AH-73-AC-5)

Parts VI and VII of the above will complement the Parts I to V submitted on January 18th with Reference (C).

It should be noted that the project case history for In-Plant Training, 277-AG-42-AD-5, ~~was previously~~ ^{has been} submitted in the shortened form previously specified in AIDTO A-888 of January 18, 1963.

NAME

Encls:

6 Project Case Histories

Country: Turkey
Date: 4 February 1963

CASE HISTORY

Project Title and Number: Establishment of a Hotel School
CR 44-99-35 Sub-project

I. Background Situations:

The contribution that tourism can make to economic development is well understood by planners who note the successful experiences of countries in every part of the world in utilizing tourist attractions as one means of economic growth. Turkey can benefit from tourism as a new source of foreign exchange which will contribute to the improvement of the balance of payments position of Turkey. The domestic economy can also be benefited since much of the tourist money spent remains in the country to be spent again by the inhabitants. Each successive transaction creates new jobs and adds to capital formation.

The development of a tourism industry requires that a country have certain fundamental assets: historical and scenic attractions, safe and rapid means of transportation, comfortable tourist accommodations and above all, skilled personnel to serve the tourists' needs. It was to answer the urgent need for trained touristic personnel that the Ankara Hotel School was established as a part of Project No. CR 44-99-35 (Fund for Pilot Project in the Development of Tourism). The U.S.A.I.D./T. Industry Division and the Ministry of Press, Radio and Tourism first initiated the basic project to support the OOT Tourism Development Program. Credits were provided to finance the construction of suitable accommodations for a package tour that would start at Istanbul and include visits to Yalova (near ancient Nicaea), Bursa, Çanakkale (ancient Troy), Bergama (ancient Pergamon), Izmir, Ephesus and Pamukkale (ancient Hierapolis). Included in the planning was an allocation for the establishment of a hotel school to provide trained personnel for new tourist installations because the development of tourism in Turkey depends, in part, upon the availability of a continuing supply of training personnel to support touristic activities.

Since the early 1950's interest in training for tourism had been evident in the Ministry of Education where an alert General Director of Commercial Education recognized it as a field of vocational education for which Turkey had great need. Tourism experts from Belgium and France had come to Turkey to do studies for the Ministry of Education. Their recommendations were beyond the capabilities of the Turkish economy. A 1958 report by the Director of the Paris Hotel School typically recommended that the Turkish Ministry of Education build a ten million Turkish Lira hotel school building and budget 2,222 Turkish Lira a day for operating expenses. As recently as 1960 another French expert recommended that an old hotel in Istanbul be purchased, renovated, refurnished and converted into a Hotel School. Faced with this kind of recommendation, the Ministry of Education was inclined not to venture

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into this new vocational field. Meanwhile, Turkish teachers continued to accept invitations from the French Government to visit France and learn about tourism. There were a few teachers who had that experience and then returned to their previous teaching positions, as there was no place to apply what they learned.

It was not until the chance mention of the fact that U.S.A.I.D. Technicians in Industry and Education had counterparts who were interested in the development of a Hotel School that any real progress was made and the Ministries of Education and Tourism were brought into a cooperative agreement.

The Ankara Hotel School is a three-year lycee-level institution that provides cultural and professional training in the areas of Hotel Technology (Food and Beverage Control, Preparation and Service) and in Hotel Administration (Administration and Housekeeping). During its first two years of operation the Hotel School offered a one-year intensive accelerated course for lycee graduates who, upon graduation, met the immediate needs of the Pilot Tour. The School is housed in a rented hotel that contains dormitory space for ninety (90) students and classrooms, a modern kitchen-classroom, a model hotel room, a dining-room classroom, a model reception desk, a laundry-classroom, a small library and administrative offices. Students receive on-the-job training in Ankara's best hotels to supplement their school work. The Hotel School curriculum is as follows:

Hotel School

Three Year Program

	Food & Beverage Control, Prep.			Hotel Administration, Reception and Housekeeping	
	Basic 1st Yr.	Technical 2nd Yr. 3rd Yr.		Administration 2nd Yr. 3rd Yr.	
CULTURAL					
Turkish	2	2	2	2	2
First Foreign Language	6	4	4	4	4
2nd Foreign Language		2	2	2	2
Mathematics I, II	2	2		2	
Etiquette	2				
Touristic Geog. & Tourism	2				
Customer Psychology I, II		2	2	2	2
Turkish History of Tourism		2		2	
Economics	2				
PROFESSIONAL (BACKGROUND)					
Principles of Hotel & Rest. Org.					
Sanitation & Hygiene	4				

Hotel School cont'd

		Food & Beverage Control, Prep.		Hotel Administration Reception and Housekeeping	
	<u>Basic</u> 1st Yr.	<u>Technical</u> 2nd Yr.	<u>Technical</u> 3rd Yr.	<u>Administration</u> 2nd Yr.	<u>Administration</u> 3rd Yr.
Food Chemistry I, II		2	2		
Personnel Mgt. & Training			2		2
Food & Bev. Control			2		2
Correspondence & Advertising			2	2	2
Hotel Law					2
Accounting I, II				4	4
PROFESSIONAL (PRACTICAL)					
Housekeeping	2			2	
Basic Food Prep. & Service	6				
Food & Bev. Prep. I, II		6	6		
Food & Bev. Service I, II		4	4	4	4
Wines & Beverages		2			
Applied Science for Hotels			4		4
Stewarding			2		
Typing		4			
Reception Office Procedures				2	2
Physical Education	1	1	1	1	1
Military	1	1	1	1	1
Seminar House (hours arranged)	34	34	34	34	34
Work Experience	6	6	6	6	6
	40	40	40	40	40

Eventually, in addition to the part played by U.S.A.I.D. and the Ministries of Education and Tourism in the hotel school development, interest and cooperation were received from:

1. CENCO in the form of four four-year scholarships in London Hotel Schools for Prospective Teachers
2. OECD in beginning to arrange for some European teaching staff
3. The Government of Switzerland in helping in the search for teachers
4. The Government of Germany in providing hotel school building plans
5. The Turkish Ministry of Labor and the Hotel Workers Unions who wish to establish good relations with hotel school graduates
6. The Hotel Workers Association of Belgium who offered five hotel school students scholarships for one year of apprenticeship training.

II. Objectives:

- a.1. The short range objective for establishing a hotel school was to provide trained personnel for the 1962 tourist season, to staff the new facilities constructed under the Pilot Project.
- a.2. The long range objective is to establish the Ankara Hotel School as a permanent part of the Turkish vocational school system to meet growing touristic needs, while demonstrating and setting high standards for future Turkish hotel schools. Eventually, the three-year lycee level Ankara Hotel School should develop into a higher school of the Junior College type. This will be possible when sufficient numbers of teachers are trained, and teaching materials, equipment and facilities are available.

III. Resources Committed:

- a. Participant Trainings: In 1961, one teacher was sent as an A.I.D. participant to study Hotel School Organization at Cornell University. He will return to be Assistant Director of the Hotel School in February 1963. Two additional teachers are being groomed as participants in 1963 to major in Hotel Accounting and Quantity Cooking, and should return to the Hotel School Staff in 1964.

Technician Costs: For twelve (12) months, approximately one-fourth of the time of the U.S.A.I.D. Business Education Advisor was utilized for the founding and development of the Hotel School. We worked with his Counterpart, the General Director of Commercial Education, the Ministry of Education, and with representatives from the Ministry of Tourism. Occasionally, he met with the U.S.A.I.D. Tourism Advisor to exchange information on developments.

- b. Local Currency Costs: No dollar expenses were incurred except for the cost of the part-time technician services.

There were local travel costs for meetings with hotel and tourism people in various parts of the country, for surveying school sites, and for translator services.

When in the summer of 1961 an empty hotel building in Ankara was selected for the school, the expenditure of counterpart funds involved primarily the rent and building alterations, and later materials and equipment cost. Special teachers and translators were employed from counterpart funds, and many operating expenses were paid from the fund. Approximately half of the operating expenses were, however, met from the Ministry of Education's budget.

According to the Sub-project Agreement, the A.I.D. support and counterpart funding will end in TFY 1963 at which time the Ministry of Education will assume all expenses of continuing the school. Total funds budgeted in each fiscal year are as follows:

	<u>Counterpart</u>	<u>DOT-Ministry of Education</u>
TFY 1961	TL 1,000,000	TL 636,520
TFY 1962	TL 916,000	TL 648,300
TFY 1963	TL 300,000	TL 925,500
	<u>TL 2,216,000</u>	<u>TL 2,111,320</u>

IV. Factors Accelerating or Inhibiting Progress:

a. Factors Primarily Related to Host Country:

1. Educational Philosophy: Interest in the Ministries of Tourism and Education was essential to the founding of the Hotel School. For the most part officials looked favorable upon the establishment of the school; however, their interest tended to disrupt continuous progress as various officials indicated their preferences for the location of the school, the level of education to be offered, type of curriculum. The most serious division occurred over the desire of certain factions to have the Hotel School a part of an operating hotel. This idea persists and as far as the Workers' Syndicate and the Ministry of Tourism are concerned, if the financial situation did not presently preclude the possibility of a school in a functioning hotel they would still favor that arrangement. As the school is presently organized, it is a three-year level lycee school that will graduate personnel capable of assuming middle management positions. Graduates will be qualified to supervise and train large numbers of workers at the level of waiters, housekeepers and cooks. This will make possible a "multiplier" effect without which Turkey will never be able to meet its need for trained touristic personnel. To open a school within a hotel would submerge the training objective in favor of the commercial hotel operation. Where such hotel schools exist, the level of training is usually limited to short course training for kitchen and service personnel.
2. Administrative Concepts: Progress is inhibited by the lack of adequate administrative skill or hotel experience among the Ministry of Education persons responsible for the establishment of the School. They are certainly sincere in their desire to make the school a successful operation but there can be no doubt that they are bound by traditional educational and administrative concepts and lack of specialized training. Examples of the problems in this area are: reluctance to

purchase luxury foods for the kitchen class; reluctance to duplicate class notes in sufficient quantities; reluctance to pay salaries adequate to the employment of specialized personnel, or to employ adequate numbers of translators; reluctance to stockpile adequate numbers of student uniforms, etc. These problems arose in spite of the fact that the counterpart funds were not a part of the Ministry of Education budget and could be expended without the extreme restrictions that that budget imposes. It is worthwhile to note, at this point, that without freedom to use the counterpart budget flexibly, the Hotel School could not have been opened. As a result of continuing supervision and urging by the U.S.A.I.D. technician some, but by no means all of the administrative problems have been overcome.

The budgetary process is further complicated by the fact that the Hotel School is a sub-project. Monies released to the Ministry of Tourism have to go through a Credit Committee to be re-released to the Ministry of Education and thence to the Hotel School. In 1961, this procedure delayed the release of one-third of allotted funds for more than five months.

3. Teaching Staff: The lack of adequate numbers of teachers continues to be a major problem in spite of numerous promises from the Ministry of Education. Teachers presently available are sufficient to meet current classes but there are no teachers in training to provide for anticipated expansion. Repeated attempts to have extra teachers assigned for specialized training have been futile. The problem seems not to be in financing extra teachers but rather in the administrative problem of selecting and assigning them.

The Ministry of Education has been most understanding concerning the need for foreign teachers and has included them in its 1962 budget. Unfortunately, recruiting procedures were slow and ineffective so only one position was filled, in spite of the technician's effort to establish unofficial contacts outside Ministry channels. It is possible that an additional foreign teacher would have been employed had not the contract offered by the Ministry of Education been so unreasonably rigid and demanding. A final problem concerning foreign teachers arose when the offer of the Swiss Ambassador to recruit teachers from his country was channeled through the Turkish Foreign Office where the process was misinterpreted and considerably delayed. Eventually, it should be possible to receive this assistance from Switzerland.

4. Job Placement: Still another problem occurred with the out-of-season job placement of graduates, a responsibility assumed by the Ministry of Tourism. During the tourist season, graduates were employed (in accordance with the project) in the new hotels and motels of the Pilot Tour. By October 1962, however, when the need for employees in those

establishments was reduced, the Ministry of Tourism made only a token effort to reassign graduates to other establishments. As a result the services of graduates were not fully utilized during 1962. This problem may be a direct result of the fact that these were the first graduates and adequate procedures for handling them had not been developed.

5. Traditions: The introduction of formal education for certain of the skills included in the Hotel School have required changes in traditional attitudes. Students easily accept the training in administration (bookkeeping and office work) but there is an extremely negative response to being trained for food preparation and service. These areas of work have been traditionally delegated to the uneducated and there is a much reluctance on the part of the students to think of food preparation and service as a career. There has been noticeable change in this attitude since the founding of the school as students have become aware of the importance of every facet of hotel organization and as they appreciate the greater financial rewards accruing to those who do the so-called "technical" work.
6. Constructive Attitudes and Activities: In spite of the problems itemized above, the over-all attitude of the host country is one of cooperation and encouragement within its capabilities. Both Ministries acted to speed the establishment and development of the school. Recruitment of students and publicity for the school was effectively handled. The curriculum and regulations were approved by the Board of Education with unusual speed. In the TFY 1963 Budget, the Ministry of Education has allotted TL 3,500,000 for a new Hotel School building and land. There are Government scholarships and encouragement for increasing next year's enrollments and even for opening an additional school in Izmir.

b. Factors Primarily Related to A.I.D.:

U. S. activities in connection with the founding and operation of the Hotel School were centered in the U.S.A.I.D. Education Division in cooperation with the Industry Division. The Business Education Advisor assumed major responsibility for all phases of planning in cooperation with his Turkish Counterpart. Cooperation from the A.I.D./T. Program Office and, in fact all U. S. offices concerned was and continues to be most commendable.

It is difficult to speculate on how U. S. performance on this project could have been improved except for the fact that the technicians in the Education and Industry Divisions should have been made aware, at an earlier date, of each others interests and activities. Earlier contact would have permitted more than the six months between April and September 1961 to do all that was necessary.

It now seems quite certain that the school would not have opened without an American technician to locate a building and insist upon its rental; to prepare the necessary researches and develop the school curriculum; to organize the school; supervise the assignment of teachers; and to oversee the purchase of materials and equipment. Of course, each step was taken in conjunction with Turkish counterparts who shared in the final decisions.

V. Accomplishments:

- a. The immediate objective of providing personnel to staff the new installations for the 1962 tourism season was realized when forty-seven (47) students of the One Year Intensive Course were graduated in June 1962.
- b. The Hotel School has begun to achieve its long range objective of becoming a part of the Turkish school system. It has already enrolled 59 intensive course students and 93 three-year students who will receive highly valued Lycee Diplomas upon graduation.
- c. The experience with the Ankara Hotel School will encourage and make possible similar schools as they are needed in other parts of the country. Introduction of new vocational schools is in accordance with Turkey's educational needs as indicated by the State Planning Office. Increased technical training at the secondary level has been identified as a major factor in Turkey's economic development.
- d. Also, in accordance with State Planning Office recommendations, in-service classes for adult employees of various tourist installations were held in the Summer of 1962. These experimental classes were the first such opportunities ever given to these employees for vocational upgrading. On the basis of this experience with sixty (60) adults, further classes will be offered on an ever widening scale.
- e. Three Turkish teachers for whom the French Government and the Ministry of Education had provided special training are being utilized at the Hotel School. One participant is already in the U. S. and two others have been selected to specialize in hotel training.
- f. Attitudes toward hotel employment and tourism are beginning to change, if such a judgment may be based on the increasing interest shown in the Hotel School. In September 1962, there were 261 applicants for 57 scholarships.
- g. Thus far ten (10) books have been translated or written and lecture notes for each subject are available. This is the first time teaching and reference materials for this profession has been available in Turkish.
- h. The Turkish Ministry of Education has budgeted funds for the construction of the new Hotel School building basing its decision on the evident achievements and potential of the school after only 1½ years of operation.

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VI. APPRAISAL OF REPORTING TECHNICAL DIVISION

Among Turkey's many critical needs is the need for more and better trained manpower. The need is particularly acute in areas in which economic development is involved because economic development provides the basis for increased revenue to support needed development in other areas. Less has been done in the training of technical personnel in Turkey than the preceding statement would indicate as justified. This is true for a number of reasons. There has been no manpower study to identify the need for trained manpower in various fields of training. Turkey already has higher technical institutions which, as is too often the case with higher institutions, felt they were doing the job, did not recognize their need for assistance, and as a result did not provide a fertile field for technical cooperation. This was not true in the case of tourism of which hotel training is one aspect.

Anyone who travels in Turkey becomes keenly aware in a very short time of the need for better hotels and trained hotel personnel. The delayed recognition of the gold mine which Turkey's tourism potential involves naturally led to interest in the construction of better hotels and better roads. And it also led to a recognition of the need for trained hotel personnel. An alert Ministry of Education official in combination with an alert education adviser in business education on the Mission staff resulted in the development of the Hotel School training project which has been discussed.

This project, although relatively small and involving no dollar costs except for participant training and the part-time services of a member of the Mission's advisory staff and modest local currency funding, may quite appropriately be pointed to as an outstanding illustration of how U.S. technical assistance can help less-developed countries develop.

This project also involves a feature which, although not unique, is unusual and worthy of comment and commendation -- the bringing together of two Ministries into an effective working relationship. Perhaps the best evidence of the regard of the Government of Turkey for this initial training effort in this field is in the fact that on its own initiative it has requested the enlargement of the project by including provision for funding in its budget for the construction of a building to be designed especially for this particular purpose and to expand the training program. This project, as might be anticipated, is regarded by the Education Division as one of its especially significant contributions to the development of Turkey's educational system and economic development.

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Project Title and Number: Establishment of a Hotel School
CR 44-99-35 Sub-Project

VII. MISSION DIRECTOR'S COMMENTS

This is a happy project. The fact that it turned out so well is a result of the confluence of several favorable factors rather than of any long-range planning or careful preparation. Among the favorable factors which happened to be present simultaneously were the following:

1. A demand for trained personnel on the part of a new privately operated motel chain.
2. Sharpened interest in foreign exchange earnings from tourism on the part of the Turkish Government arising largely from their information about developments in Greece.
3. The availability of a technician in the A.I.D. Mission who could make part of his time available to the project, thus eliminating the long waiting time for the recruitment of a new U. S. technician.
4. The fact that a building was immediately available ideally suited to the purposes of the school.
5. Perhaps most important of all, the fact that counterpart was available to the Turkish Government which had not been committed to other uses and which could be immediately released to cover the initial operating expenses of the school.

We have found that in many cases the most successful projects are those developed to meet targets of opportunity rather than those which are the result of long-range thinking and planning. In some cases, the time required to draw up a project agreement and particularly the long lead time required to obtain U. S. technical services result in something which might be called a "habit of delay" which affects the whole conduct of the project. Where circumstances are such that we can move quickly and flexibly to attack an immediate problem, the outcome is almost inevitably more satisfactory to all concerned. This is particularly true in connection with the services of U. S. technicians. When a year or eighteen months must elapse between the time the project is first considered and the time someone arrives to give it direction and push, much of the original enthusiasm may have evaporated. In many cases, the Turks who showed the greatest interest in the idea have long since moved to other jobs. There-

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fore, the U. S. technician must rekindle interest. Occasionally, he must even explain what he has been brought out to do to new people and sell his project all over again.

The above general commentary raises the possibility of keeping on board wherever a large program is in operation a certain "project personnel complement" which could be moved about as targets of opportunity appear. The ability to do this permits a quick response to "felt needs." The Hotel School case is one example of this type of operation, but so many similar examples have appeared in Turkey in the last few years that it almost seems worthy of embodying this as a principle as one means of managing a technical assistance program. Of course, it would be impossible to anticipate all the particular requirements which might arise, especially when they become highly specialized. However, the presence of a few generalists on the staff who are flexible enough to tackle a variety of related problems is a tremendous asset.

Because of the speed with which the project was implemented and the enthusiasm which it has generally created, the Hotel School is now an established institution. The A.I.D. Mission has indicated that it will withdraw counterpart support in accordance with a predetermined schedule, and the Turkish Government has agreed to pick up the costs of operating the School. The costs, incidentally, have been minimal to the U. S. Government. The results in terms of foreign exchange earnings and thus in terms of savings in foreign aid allocations may be substantial, but they are difficult to attribute to this particular project in a measurable way.

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